

- v. Strain gauges, consisting of a fine wire or foil conductor bonded to a thin elastic base, are often used in the study of structures. The gauge is attached to a bridge, aeroplane or machine, which is then investigated under load: the change in electrical resistance indicates the mechanical strain in the member under investigation. One school has constructed an apparatus to illustrate the principle of the strain gauge.  
(Cray Valley Technical School, London Borough of Bromley)
- vi. The investigation of materials has afforded many opportunities for project work and one school has developed electrical methods for measuring small deflections, which has been applied in the measurement of hardness and in measuring torque in rotating shafts.  
(Bexley/Erith Technical High School, London Borough of Bexley)
- vii. One school has an applied science club which meets once a week after school. A member of the club decided to construct a device which would operate a sign indicating whether pupils should be allowed in the school during wet or very cold lunch-times. Using a transistorised circuit a simple and very effective solution to the problem was reached.  
(Barton Peveril School, Eastleigh)
- viii. The linear induction motor has been a popular field for investigation and several schools have constructed models of it. In one example a motor runs at speeds of about 4 metres per second on a track 6 metres long.  
(Barton Peveril School, Eastleigh)
- ix. The technical activities centre established at this independent school has attracted a great deal of interest and its work has been filmed (see bibliography, Section iii.). After a short period of initiation, pupils may undertake project work including the making and testing of model aeroplanes, boats and devices of all types. A distinctive feature of the work is the way in which pupils are required to follow a programme of self-instruction; giving them the background knowledge they need for their project.  
(Sevens Oaks School, Kent)

- x. The provision of aids for disabled people presents a problem, since individual needs are so varied. For the pupil at school, however, it is an ideal assignment: he can meet the person concerned, design and make the necessary device, see whether it is working satisfactorily over a period of time and make necessary modifications to it, for example to allow for growth. The "aid for the disabled" service which one school has established collects information about the needs of disabled persons in the area, and arranges, in co-operation with the medical services, for necessary help to be provided. For example, pupils have made special crutches, standing frames and other training aids. They have also modified standard equipment, for example, children's tricycles, so that they can be ridden by children with weak ankles.  
(Wanstead County High School, London Borough of Redbridge)
- xi. When a motorway is built through a rural area, vast changes are brought about in the ecology of the countryside and in village life. A group of schools in Wiltshire is making an extended study of these problems during the construction of the M4 motorway and the approach roads and bridges across the country. Engineers have also provided interesting details of these features.  
(County of Wiltshire)
- xii. Fibres and fabrics has been the subject of an investigation at a girls' high school. They have studied the effects of commercial and laboratory preparations upon woven fibres and human hair, the dyeing of fabrics and the flame-proofing of materials. The shrinkage problems have also been investigated.  
(Thoresby High School, Leeds)
- xiii. Man's exploration into space has been one of the outstanding achievements of the past decade and one school has been able to keep pace by setting up its own satellite tracking station. Not only has it been able to follow existing satellites but it has detected the launching of new ones and their probable origin. Masters and pupils maintain a continuous watch.  
(Kettering Grammar School, Northants)

- xiv. It is not difficult to find examples of successful projects carried out by older boys, but work done by younger pupils, and especially by girls, is more rare. In one secondary modern school for girls, however, an applied science course was introduced at first and second-year level (11-13 years of age) in an attempt to break away from more formal teaching. The response justified the extension of this work to the whole school, and the approach is best illustrated by quoting two examples. In order to make a reaction-timer it was necessary to make a binary counter, and for communication purposes an apparatus for transmitting and receiving messages along a beam of light was successfully constructed.

(Player School, Nottingham)

Fuller details of the above will be found in the project technology publication "School science and technology I" (see Bibliography - Section ii.).

#### 6. Training of teachers

Teachers of technical subjects will normally have taken a concurrent three-year initial course of training in colleges of education including science and/or crafts as their main area of study. Others will have a degree or have certain other specialist qualifications and approved industrial experience which hitherto were accepted as conferring qualified teacher status without professional teacher training: of these many will already have taken a course of professional training voluntarily or compulsorily after completing their degree or other specialist qualifications. These courses may be of one-year's duration. Regulations have now been made whereby no qualifications obtained after 1973 will confer qualified teacher status unless the holder has also satisfactorily completed an approved course of professional training. All teacher training institutions, whether in colleges of education or in university departments of education, will be fully aware of the efforts that are being made to introduce creative technology in schools and to prepare future teachers for work in this field. A number of colleges have arranged courses specifically directed to preparing teachers for work in the field of technology; these relate science and mathematics to appropriate craft skills, usually through a series of projects.

Retraining or further training of teachers takes place in a variety of ways, for example

- i. courses of one-year's duration are provided in certain colleges of education. Usually these relate to existing subjects, such as handicraft or science, but there are none aimed at providing specialist teachers of technology as such;
- ii. as an experiment one college of technology is offering one-term courses of training with a technological bias. Craft teachers attending these courses may supplement their scientific knowledge and science teachers are able to gain workshop experience: the two groups co-operate in designing and making projects of many kinds during their training;
- iii. similar provision is made on a part-time basis in at least one university, where teachers of science and craft may attend a series of lectures and demonstrations over a two-year period;
- iv. in addition, short periods of training are arranged by various educational bodies. Those which would have some bearing on technology include:
  - the headquarters' team and regional groups of project technology;
  - local education authorities, using their own advisory staff, colleges and teachers' centres;
  - the Department of Education and Science, which runs a series of national and regional courses staffed mainly by HM Inspectors and lecturers in colleges of education and in universities.

For some purposes these bodies may co-operate in running joint courses. In most cases the periods of training are of short duration (7-14 days) and the courses are usually held during the school vacation periods.

Undoubtedly teachers have also been helped to understand the general principles behind recent developments as a result of television broadcasts, "Science Fair" exhibitions, films and brochures distributed by private companies, publications of the Department of Education and Science, the Schools Council and by various reports upon manpower and employment prospects issued by other government departments. Science fair exhibitions are usually arranged regionally and schools are invited to submit exhibits for a local exhibition to be seen by parties of school children and students in the area. Selected examples from these exhibitions are then entered for the Young Scientist of the Year competition and the BBC arranges for panels of well known engineers and scientists to interview the pupils concerned. These programmes are of course seen by a very large number of parents, employers and children and they have stimulated interest and earned considerable support for the movement. In all this publicity about project technology, the importance of allowing the pupils, whether as individuals or in groups, to pursue their own interests in a creative and imaginative way, is strongly emphasised, and supports the view that such experience is an essential element in design education.

## 7. Evaluation

Although it is too early to assess what the final outcome will be, the main development work in technology began some five years ago and it is important that evaluation should not be delayed, since an evaluation team can also feed back information about trial material that may be of vital importance when publications are being prepared.

A separate "evaluation study" of project technology has therefore been set up by the Schools Council at the University of Keele. Its first aim is to assess the effect of the technology project upon schools and children, and to determine whether it is meeting the needs and wishes of the teachers concerned. It is not possible to look at the whole of such a wide field of activity but a number of important aspects are being studied:

- i. The Bulletin (issued five times a year to 6,000 or 7,000 readers). A readership survey is being carried out so that this publication can better meet the schools' needs.
- ii. Course material. For some topics special booklets have been prepared covering information that may be needed by teachers and pupils. Is this material suitable in form and content? How and when is it being used? And does each booklet give enough or too much information?

- iii. Guidance booklets. Sometimes a specific topic (e.g. engine test beds) may have been worked out in some detail by a member of the project technology team and where this happens a booklet is produced giving all the information necessary for making and using a particular piece of equipment. The evaluators will be able to find out whether such booklets are useful and whether the equipment so produced has opened up new avenues for other fruitful work.

The evaluators' methods will naturally be varied. The readership survey will be carried out by postal questionnaires, whereas the course material will usually entail visiting a group of schools where it is being used experimentally and talking to teachers and pupils about its use. All opinions expressed are, of course, regarded as confidential and directed towards producing the best possible material for the schools.

Project technology has grant-support for a limited period and the final phase of its work is due to be completed in 1972. But already discussions are being held to consider how best to ensure the continuation of the work initiated by the project. Local and regional arrangements will probably be made for helping interested schools and there is talk of setting up a national service to maintain the flow of information, advice and other help which, in a rapidly changing world, is such a necessary help to the teacher.

It may also be of interest to mention the assessment procedure followed in the Science Fair and BBC television competitions. Schools submitting work for exhibition at a local Science Fair are invited to compete in the television series. A team of pupils are then asked to demonstrate their apparatus to a panel of judges and to answer questions in order to establish their knowledge of the scientific background, their general competence and their ability to pursue their own line of development or enquiry. The panel normally consists of two or three scientists and an engineer from a university department. Usually the judges are professors or senior members of staff. A mark is awarded by each judge for each school and the winners from regional groups compete in the national final competition.

Whether as part of project technology or in connection with Science Fairs, there is no wish to establish uniformity in the work. Indeed, the emphasis is upon variety rather than on standardisation, and upon sources of helpful material of all kinds rather than on formal programmes of study, which are regarded as of subsidiary importance. However, certain themes, such as power or the use of photo-cells, may characterise the work of several schools.



Project technology may be evaluated in terms of the changes that it brings about, rather than the extent of the knowledge, skill or understanding it imparts. The following are its most important attributes:

- i. it should enable schools to provide enjoyable, even exciting activities, different in character from classroom desk routine. Technological activities should encourage the pupils' initiative and develop their confidence and powers of expression. Success in this field may well reveal unsuspected talent: some of our more intelligent citizens never discovered or committed their full talents while at school;
- ii. scientific knowledge is increasing so rapidly that the science teacher's problem is, more than ever, to decide what to leave out. Science teaching is often concerned with discovery and analysis, and it is more difficult to provide opportunities for synthesis and problem solving. Technological project work may therefore provide a useful balancing activity. To this extent it departs from the real life situation where problems have to be faced as and when they arise and not according to some carefully worked out programme. Technological project work may therefore be a useful balancing activity, since, in making a hovercraft or testing an engine, for example, pupils will meet problems long before they would otherwise do so, and, it is hoped, will find ways of solving them;
- iii. as far as the crafts and technical subjects are concerned, technology provides the means of understanding the materials, tools and equipment in use and it offers a rich and varied field for designing and making. Whether pupils are producing a piece of equipment to add to the school's resources, making something to ease the lot of somebody less fortunate than themselves, or simply trying out some original idea of their own, they should approach their work in an experimental frame of mind, methodically and with a determination to complete their chosen task to the highest standards of which they are capable.

## SCOTLAND

Scotland, although part of the United Kingdom, has her own educational system in which transfer from primary to secondary school takes place at the age of 12+, one year later than in England and Wales. In the post-war period, secondary education was organised on a selective basis, the ablest pupils in some areas going to senior secondary schools and the remainder to junior secondary. In many parts of the country, however, neighbourhood schools were the norm, and senior secondary and junior secondary courses were housed in the same school. This was particularly common in the smaller Scottish towns. Senior secondary courses were of six years' duration, academic in character, but retaining a broad curriculum which included mathematics and science as major elements and technical subjects as a minor subject for boys. Junior secondary courses were of three years' duration, also of a broad general nature, but giving more emphasis to the practical or workshop subjects.

Over the last few years, Scotland, in common with the rest of the United Kingdom, has seen an increase in the number of comprehensive schools, and a great decrease in the degree of selection at the age of 12+. All comprehensive schools have science departments catering for physics, chemistry and biology, and technical subjects departments having workshop, drawing office and laboratory accommodation. Science is part of the curriculum for all pupils during the first two years of secondary education as are technical subjects for almost all boys. Thereafter, pupils begin to select the subjects which they wish to study but every effort is made to retain a balanced curriculum.

In recent years the range of workshop activities seen in schools has been extended so that, alongside the more traditional woodwork and metalwork, one can now find work with plastics and glass fibre, wood sculpture and enamelling, activities based on the study of the motor-car, building crafts and practical electronics. In a number of schools links with subjects such as science, mathematics and art are being strengthened. "Project technology" has had an effect and technological projects covering design, construction, testing and evaluation of "hardware" can be found.

These are usually the results of the enthusiasm of individual teachers but some development on a regional basis is also evident. A number of subject organisers employed by local education authorities are convinced of the value of technology as an element in the curriculum and are actively encouraging schools to participate in project work. Recent exhibitions of schools' activities in many parts of Scotland have reflected their interest.



A growing number of the abler pupils are being presented for the Scottish Certificate of Education Examination Board's examination in engineering science on the higher grade. The Board's Certificate of sixth year studies papers in science have, as one element, a practical project or investigation, many of which have shown the interest of pupils in the application of science. These trends in the examinations are important in view of the influence which the examination system exerts on education in Scotland.

The training of teachers of technical subjects has recently been under review and new arrangements are about to come into operation. A four year course leading to a diploma in technical subjects is being introduced into colleges of education, and this will form the normal means of entry to the profession. Entrants from industry, however, may be admitted in certain circumstances to a three year course or if their initial qualifications are much above minimum requirements, to a two year course.

#### 70 NORTHERN IRELAND

In educational provision and organisation Northern Ireland is closely akin to England and Wales though there are some differences in nomenclature and at the secondary stage there has been less change from a selective to a non-selective system.

The junior technical schools which flourished during the first half of the century provided a general education in which technical subjects, including practical work, were a major and essential element. The new secondary schools, based on the Northern Ireland Education Act of 1947, have successfully built on this foundation, have enlarged the scope of traditional woodwork, metalwork and laboratory practice to cover a wider range of materials and a greater variety of skills and have developed technology as an activity which helps to link many of the separate components of their curricula. In the older type of secondary school, the grammar school, there is a less generous provision of workshops and in these schools technology tends to be an activity based on science and mathematical subjects.

"Project technology" received an early and warm welcome and further developments are now taking place under its aegis. Science fairs are regularly organised and well supported.

## 6. Bibliography

### i. General

Ministry of Education, Central Advisory Council for Education (England) "15 to 18" HMSO London 1959.

This is one of the several major documents concerning educational reform. The chapter on "The alternative road" (Chapter 35) is particularly relevant to technology.

Hutchings D.W. and Heyworth P. "Technology and the sixth form boy" Oxford University Department of Education 1963.

In this study the authors sought the reasons why pupils were neglecting opportunities of studying technology.

Semper E. "Technology and the sixth form boy - the teaching aspect" Shell London 1964.

This paper was prepared as a working document by the headmaster of Danum School for Boys, Doncaster, for a course for leaders run by the Shell organisation in London to promote project work in schools.

Page G.T. "Engineering among the Schools", Institution of Mechanical Engineers, London 1965.

This is the report of a survey carried out for the Institution into the state of applied science and engineering in the schools.

Schools Council Curriculum Bulletin 2: "A school approach to technology" HMSO London 1967.

This document was written as the result of a year's study and investigation at the University of Manchester. It traces the historical development of craft and technical subjects in the British system, examines the contemporary economic and social scene and suggests a number of ways in which schools could meet the challenge.

Schools Council Working Paper 18: "Technology and the schools" HMSO London 1968.

This paper was the result of a pilot study to find out how help can be offered to schools wishing to reflect in their curriculum the increasing importance of technology in our society.

## 11. PROJECT TECHNOLOGY PUBLICATIONS

(For further details apply to Project Technology,  
College of Education, Loughborough)

## Journals

## BULLETIN

The journal of Project Technology. Appears five times  
a year.

Approximately 48 pages A4.

SATIS (Science and Technology Information Sources for  
Teachers)

Five issues per year plus annual index. A4.

Subscription details available from Project Technology.

## COMPUTER EDUCATION

A joint publication with the Computer education group.  
Three issues a year: this may be increased to six. A4.  
Price 50 np per year.

## Books

## SCHOOL SCIENCE AND TECHNOLOGY 1

Descriptions and the case histories of applied science  
projects and investigations based on the "applications  
of science".

Exhibition held at Imperial College in September 1968.  
220 pages, A5, fully illustrated, price 50 np.

## SCHOOL SCIENCE AND TECHNOLOGY 2

Detailed and lucid descriptions of many of the best  
projects and investigations which were selected  
for the BBC television series "Science Fair". Written  
by the producer of the TV series, Mr. Alec Nesbitt.  
Produced in co-operation with Esso Petroleum.  
Approximately 200 pages, fully illustrated, price  
60 np.

## PROJECT TECHNOLOGY 1968

Reprints of selected Bulletin articles during 1968.  
Approximately 100 pages.

## PROJECT TECHNOLOGY 1969

Reprints of selected Bulletin articles during 1969.  
Approximately 160 pages.

## TEACHING MATERIAL

The following items are selected from the wide range  
of teaching material being developed by project technology:

#### GAS-FIRED MUFFLE FURNACES

Deals with the construction and use of low cost muffle furnaces. Complete details and plans for school construction. 28 pages, A4.

#### SIMPLE MATERIALS TESTING EQUIPMENT

A companion to the above, this booklet deals with testing techniques using vice-type and universal testing rigs.

#### PRACTICAL APPLICATIONS OF BERNOULLI'S THEOREM

Describes an inexpensive, easily-constructed, piece of apparatus, based on a standard carboretter which provides pupils with an opportunity for quantitative study of Bernoulli's theorem. 22 pages, A4.

#### ENGINE TEST BEDS

Describes the design and construction of an engine test bed for schools, using readily-available and cheap commercial components. 20 pages, A4.

#### PROJECT WORK IN "A" LEVEL PHYSICS

A report on the effects of project work introduced into "A" level physics at Dauntsey's School. By L.S. Taylor. Illustrated, A4.

#### LOCAL SCIENCE AND TECHNOLOGY CENTRES

Provides authoritative and practical guidance to all those interested in the establishment of local centres for science and technology in schools. Based on the 1970 Warwick Conference "Interface - education and industry".

#### TECHNOLOGY AND MAN

A series of three packages containing source and stimulus material for use by pupils of middle school age, preferably with an integrated studies situation.

Individual collections;

- Title 1 Communications
- Title 2 Preservation
- Title 3 Energy

Each collection is contained, complete with audio tape and colour slides, in a large plastic ring binder.

iii. Films

CREATIVITY AT SCHOOL

An account of the work of the technical activities' centre at Sevenoaks School (See 5 (ix)).  
Shell film library.

EXPERIMENT IN TEACHING

This is a similar film to the above, but dealing with the work of a number of schools on their technological work.  
Central Office of Information, London.

AN INTELLIGENT CONCERN

A film reflecting HRH Prince Philip's interest in young people and in technological activities in schools. The film shows the Prince discussing project work with some thirty boys and girls. A rich variety of work is shown and there is much frank discussion on the effect of the work upon the individuals undertaking it.  
Central Office of Information, London.

Other films and film loops are being prepared by project technology.



A P P E N D I X

## HAYLE COUNTY SECONDARY SCHOOL, CORNWALL

Hayle is a small industrial town in West Cornwall. In the second half of the eighteenth century a small copper smelter was established in the town, to be followed in 1779 by the iron foundry of John Harvey. There was considerable ill-will, but iron pump pipes and beam engines from Harvey's of Hayle supplied the needs of a flourishing Cornish tin mining industry and, despite all opposition, their pumping engines became famous not only at home but in the lead mines of the North of England and the Welsh collieries, in Peru, Mexico, North America, Australia, Spain and in Holland. Today Cornish mining is virtually finished. The area lives largely by its tourist industry: all that visitors can see of its past are the scarred, crumbling remains of many old engine houses scattered over the moors, and the skeleton of the old foundry at Hayle. The Cornwall Archaeological Society has a very strong interest in plotting and preserving records of the area's industrial past, and the head of technical studies at Hayle County Secondary School has personally played a leading part in its activities.

Industrial archaeology was first introduced to the school early in 1966 as a club activity. By midsummer, interest had grown considerably and it became possible in the autumn to allocate a small sum of money, and a regular afternoon each week on the time-table, to enable a planned survey to be undertaken. At first, pupils concentrated on visiting, photographing and recording data relating to the old foundry, docks, quays and mines, but it soon became evident that what they were really exploring was the history of Hayle's past. Plans were therefore made to develop the project into a full-scale environmental study involving eleven teachers and, in some degree, all of the school's 300 pupils.

The focal point of Hayle's industrial past is an old swing bridge, carrying road and rail traffic across to the quays and docks. Detailed working models were made following many visits to measure, draw, record and photograph the bridge. In the school's science department bridge design, hydraulics and gearing were featured; in mathematics pupils studied design, stresses and loading; geographers drew maps, visited mines and made a survey of copper and its uses; the English department became responsible for recording many interviews with local people; in drama lessons a play was written and produced, depicting life in Cornwall in the 1800s; the needlework department produced costumes for the play, as well

Appendix

as making a large mural in appliqué work showing Hayle, its characters and its products; the history department was responsible for collecting and studying documents, clothing and household utensils; in home economics classes girls made once more some of the dishes which formed the staple diet of miners and their families a century ago.

The success of the project was such that pupils visited and talked with interested adult groups, demonstrated their project to pupils of all local primary schools and set up exhibitions in various parts of the county for the benefit of teachers elsewhere. It was completed as a separate study in 1967, but the methods adopted have continued to the present time with constant liaison in particular between the departments of technical studies, geography and science. The school has its own museum, and maintains contact with university departments, local societies and especially with the older local people who in the early days furnished pupils with remembered stories which helped so much to capture their imagination and promote fresh interest.

# DANU GRAMMAR SCHOOL FOR BOYS, DONG ASIA

Control technology was first introduced at this school in September 1967 with an experimental group of fifteen 13 year old pupils. The interest aroused was such as to create a demand which the school could not meet with the existing equipment and staffing. Special facilities were therefore provided by re-equipping an existing room as a laboratory workshop, and a member of the science staff co-operated with the head of the metalwork department to develop the work in some detail. At the present time some 80 boys are involved. The aims of the teaching are similar to those stated in Section 2 and, in particular, to provide a sufficient background knowledge of control technology to enable pupils to solve relatively complex problems, including the making, control and automation of mechanical devices.

A basic course of  $1\frac{1}{2}$  years' duration involves working through a series of carefully planned programmed investigations and experiments in which the pupils discover relevant facts and principles for themselves. Specially designed, easy to use and reliable equipment is provided. This helps to ensure rapid progress and where necessary important concepts are developed further by teacher demonstration and class discussion. Examples of themes included in the basic course are: structures, rotary motion, linear motion, basic electricity, pneumatic switching, electronic switching, programming, logical circuitry and its application.

On completion of each theme, boys are involved in a "mini" project requiring  $1\frac{1}{2}$  hours to 10 hours for completion, during which time the facts and principles learned are applied to a particular problem. Examples of mini-projects include the design, construction and testing of a model bridge, a model lifting device for vehicle loading, a burglar alarm, a liquid level-sensing device, a high load warning system, a turntable position control and a random event counter.

One example of the random event counter project is the design and construction of a device to count people entering a room but not leaving it. A group of three 13 year old boys chose this project having just completed a sequence of basic course programmes concerned with control circuitry. The equipment used was specially designed for speedy assembly and dismantling in order that a number of different solutions could be tried quickly. The final design (see diagram, page 32) consisted of a photo-electric cell A and light source placed across a doorway with a second cell B and light source about 0.75 metres inside the room. Cell A de-energises a relay when its light beam is broken, the relay contacts being used to produce a count on an electromagnetic counter. To prevent

counting in the reverse direction, i.e. of a person leaving the room, the breaking of the beam incident on B de-energises a relay causing a second delayed relay to energise. The energising of the delayed relay causes a light source C to illuminate. This source, placed adjacent to cell A, illuminates A via a plane mirror. Thus when the main light beam to cell A is eventually broken it has no effect on the operation of the cell and there is no count. The delayed relay de-energises after a short period of time and source C extinguishes. For correct operation the boys realised that it is essential that people leaving or entering the room should do so in single file. To satisfy this requirement they suggested a single narrow entry/exit or turnstile.

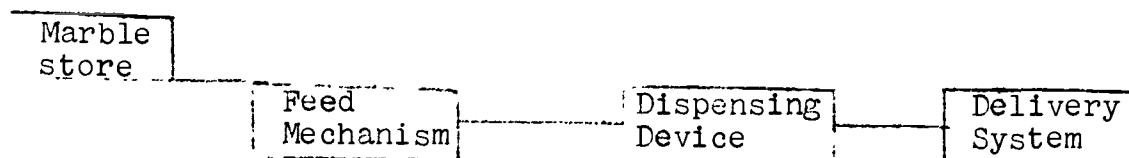
Having completed their investigations and mini-projects, groups of two or three pupils are given engineering problems to solve in a practical situation. These projects are of a relatively simple nature and take about 25 to 30 hours to complete.

Examples of work of this nature are:

- a marble dispensing machine;
- a nut and bolt counting and packing machine;
- a diode testing and sorting machine;
- a computer punched card reader to programme a model gantry crane;
- an automatic, pneumatically-operated, drilling machine.

The specification of one marble dispensing machine required a known number of marbles to be placed automatically into a box, the number dispensed to be easily varied (any number between 5 and 20) by making simple adjustments to the machine. Three basic ways were tried for controlling the number of marbles dispensed viz. by weighing, by counting, and by stacking (measuring the total length of a column). Five machines were constructed, all totally different. Two machines used the weighing technique, two the counting technique and the other the stacking method.

The machines constructed consisted of the following units:-



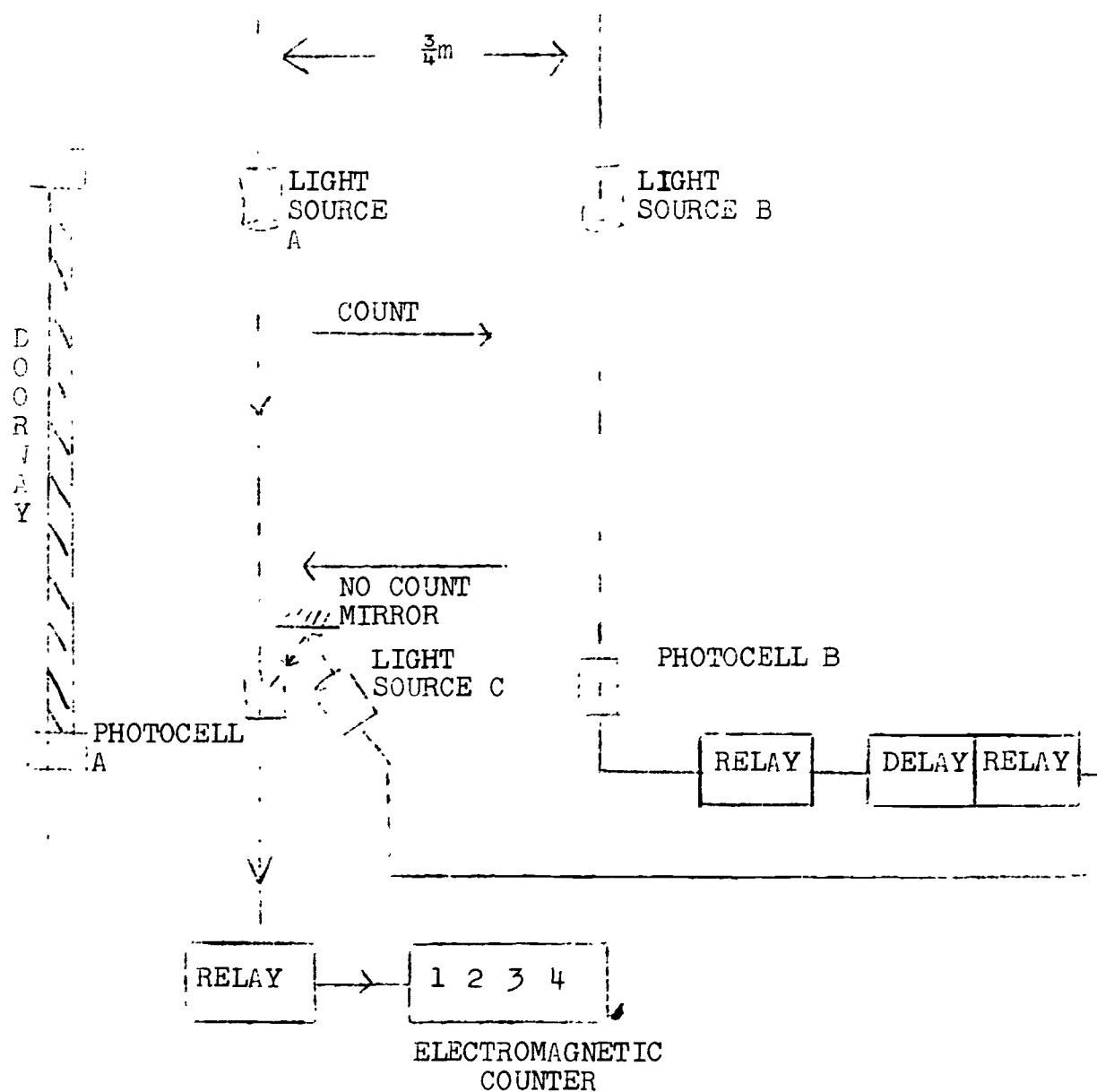
Appendix.

Electrical control circuits were designed and tested using specially designed equipment before individual components were permanently soldered together. The original designs required considerable modification but all the devices eventually satisfied the specification reasonably, satisfactorily.

The final year of the course is devoted mainly to a major group project, preferably the solution of a problem encountered by a local industrial concern. One project already undertaken is the design of an automatic exhibition display unit to show the timetables of 12 pupils in a typical comprehensive school.

The present course in control technology at the school is of three years' duration leading to a Certificate of Secondary Education qualification by continuous assessment. Eventually it is envisaged that, with suitable amendments, the work will be examined at Ordinary level in the examination for the General Certificate of Education. Some neighbouring non-selective schools are adapting the course for pupils of average and below average ability. This is usually for boys only but girls in a mixed school are also involved and it is expected that more girls will wish to take the subject in future. Conferences for teachers have revealed a considerable demand in the schools for work of this kind. The course structure allows for sections, as complete topics in programmed form, to be extracted by schools and used in the teaching of science and craft. Experience in the seven schools associated with the development indicates that most pupils are able to benefit from the experience as part of their general education. The pupils who have taken the course are better prepared for sixth form investigational and project work, particularly in the applied sciences.





DANUM GRAMMAR SCHOOL FOR BOYS, DONCASTER

BLOCK DIAGRAM OF COUNTING DEVICE

Random event counter (see page 29 para. 4)

# GATEWAY SCHOOL, LEICESTER

Prompted by a suggestion in Schools Council Bulletin No. 2 about various ways in which harmonic patterns could be investigated, a small group of sixth form boys noticed that a secondary pattern was produced when harmonograms were drawn on plastic sheet engraved with lines or dots. This led them to the further discovery that the scale of the Moiré patterns so produced was always greater than the basic unit in the separate patterns. In other words they had discovered for themselves a means of amplifying small dimensions. Two boys one with some knowledge of electronics, decided to build a demonstration electronic comparator, to compare the lengths of manufactured components with a standard gauge. Reference to the literature available soon revealed that the Moiré phenomenon is of course a standard industrial technique used in precision measurement and for the positional control of machine tools. But why were the fringes always inclined at an angle to the grating? Could such a simple phenomenon be applied? After further investigation an electronic vernier indexing device was produced and patented by the school.

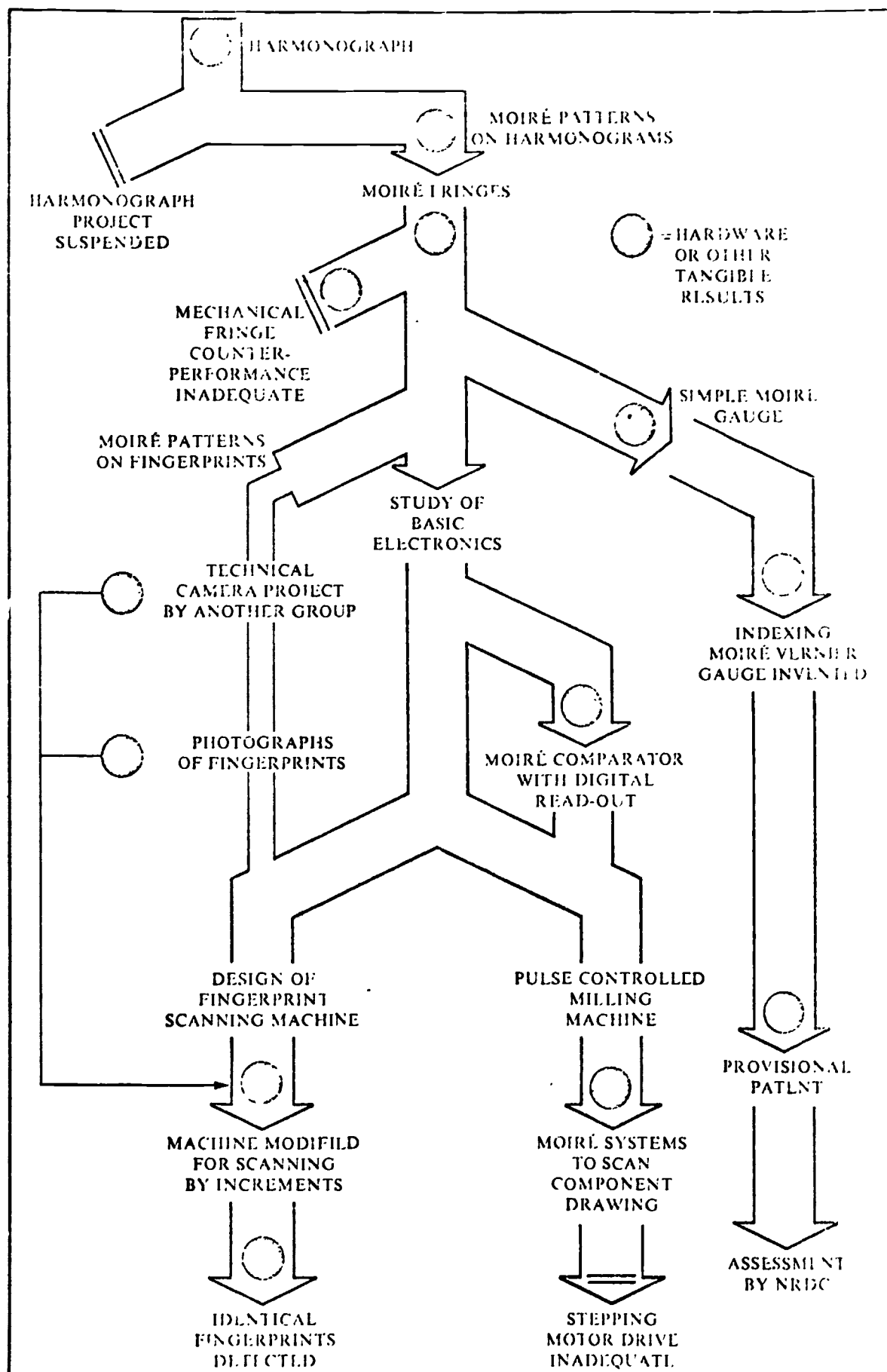
Would the present state of the boys' knowledge be adequate for them to design a simple but effective control system for a machine tool? Could electrical pulses generated by fringes be made to drive stepping motors? This further reasoning prompted one team to design a system for the two-dimensional control of an engraving machine. It was a bold proposition and judged by its performance alone it has not yet been entirely vindicated, but a temporary failure can often be used to underline the need to acquire the knowledge and techniques that will lead to ultimate success.

At this stage the boys who had studied the Moiré effect were encouraged by the ~~interest~~ shown by the promoters of the Science Fairs in the United Kingdom to return to the observation they had made very early in their investigations when they had noticed that the gratings superimposed on a harmonogram produced Moiré patterns. Among the technical references consulted at the time was one suggesting that a study of the Moiré pattern produced by plain gratings on fingerprints might provide a basis for developing a system for classifying them. Each of the five members of the team who elected to develop a project on fingerprints contributed to all stages of the enquiry, but each was assigned an area for detailed investigation. The development of an electronically controlled device to scan, identify and distinguish fingerprints is still proceeding after six months or more and the results are said to be encouraging.

The investigation has won for the group of pupils concerned the award "Young Scientist of the Year" in competition with many other schools throughout the country. It has also won the major award at an international fair for scientists and inventors in Holland. Thus a number of interesting open-ended investigations, beginning with apparently insignificant observations, led to an attempt to devise a new system for the comparison and identification of fingerprints. By using the small armoury of techniques they had acquired on the way, the boys attacked a difficult problem, the solution of which demands the greater resources available to the experts working in the field of pattern recognition. Perhaps the most rewarding aspect of the development is the encouragement and recognition the boys enjoy by having their work seriously examined by experts using criteria that apply to industry and commerce. Their approach demonstrates that by exploring small successes, by remaining alert and by questioning or even challenging the existing state of affairs, their efforts may produce something significant.

Appendix

GATEWAY SCHOOL, LEICESTER



Study of Line Patterns. Diagram to show how several projects may develop from the same source.

WOODBERRY DOWN SCHOOL, LONDON

Technology is introduced alongside normal workshop practice for the technical forms in the fourth and fifth years. Since these pupils take the external examination at the end of the fifth year, the projects selected tend to be those which include skills needed for the external examination, but the range of work is nevertheless wide and otherwise limited only by the pupils' attainment. In general, the approach is to show on film and slides examples of work done by other pupils in previous years. The boys are then encouraged to think in terms of a project and to develop their own ideas. Those who do not wish to undertake project work are allowed to carry on with their normal course in metalwork. In this way technology is introduced gradually and the teacher is able to cope with the wide range of work undertaken. Co-operation with other departments is achieved and the pupils are free to consult teachers of other subjects. They are also encouraged to seek the advice of local industrial concerns and universities. Provision is made in the school timetable and after school for technical activities. Selected themes are sometimes used over a wide ability range and cover topics such as communications, transport, navigation and structures. For example, "transport" is used with less able pupils and models of early forms of transport are made during their normal woodwork and metalwork lessons. Model aircraft, both static and flying, are made by those capable of doing so. This leads to more ambitious projects for the more able pupils: the making of aircraft powered by electricity, and of hovercraft in model form powered by internal combustion engines or by electricity; the use of air tracks for transporting sacks of heavy material; and a study of the linear motor monorail. Between these extremes there is plenty of scope for the making of model steam engines, traction or road rollers and for the remote or radio control of trucks and cars. Model railway and slot car racing are hobbies of many children and in their manufactured form can excite interest in a more sophisticated approach to their use. Timing runs over a straight section of track or working out lap times and train schedules add an interest which can lead to the modification of the models in order to improve their performance. Much of this work has overlapped other subjects, such as geography, physics and mathematics. Given suitable timetable facilities and goodwill amongst the staff, some of the aspects covered can be dealt with in such subjects, particularly where the examination syllabus is not materially affected.



In the sixth form, the pupils taking science tend to concentrate upon electrically controlled mechanical devices and are encouraged to pursue their investigations as far as possible. Examples of completed projects include light seeking devices, simple computers, radio control and other radio equipment. Sixth form arts pupils (that is, those not taking science as a main subject) tend to undertake work of a social nature, although an end-product in model form is usually produced. In some cases the end-product takes a different form. For example, investigation of traffic black spots in the area necessitated discussions with council officials, photography and analysis, leading to a full report and a suggested scheme for improvement. Another project arose from the disastrous collapse of a section of a block of flats in London.

This approach in the workshop has most of the advantages of traditional methods but it has also added a great deal of interest to the teaching of technical subjects for staff and children. A stable situation has now been reached where the pupils who elect to do project work, mainly on the engineering side, also achieve the skills necessary to pass external examinations. In the sixth form the work is followed mainly for interest and to encourage the development of an enquiring mind.

TONBRIDGE SCHOOL, KENT

Energy output in school games

A group of boys were watching a cricket match and discussing how much energy was expended in playing the normal range of school games. Opinions naturally differed according to whether the speaker was a squash player, an batsman or a cricketer. After some discussion, it was decided that it would be interesting to put theory to the test and to measure and compare objectively the energy output for all school games. The first move was to discuss the problem with a boy's father who was professor of medicine at a London hospital, and he arranged a meeting with one of his staff. The school doctor had now become interested in the project and joined the group. During these early discussions it transpired that very little research had been done in this field, a point that was confirmed by an information search carried out in the library of the British Medical Association. It was found that energy output could be measured indirectly by collecting and analysing expired gases, but this meant wearing a cumbersome apparatus which prevented games being played normally, if at all. Indirectly, energy output is related to the heart rate. The average heart rate of the subject had first to be assessed and then his response to exercise, standardised against his performance on an ergometer, using a Douglas bag. Thereafter the energy used could be calculated directly from the heart rate. At this stage the Medical Research Council was approached and they not only took a great interest in the project but provided three instruments for measuring heart beats over a period of time. These were called SAMIs (socially acceptable monitoring instruments), were the size of a cigarette case, and could be worn during any game. They were connected to the chest wall by electrodes that picked up the heart beat. They contained an electrolytic cell and at every beat a standard amount of silver was removed from the negative pole. After use the silver was re-deposited and the amount of current required to do this was measured on a digital recorder from which the number of heart beats could be calculated. The selection of criteria to be used, the design and production of record cards, the selection of boys for test, and the devising of the tests to be administered involved considerable discussion. A bicycle ergometer had to be designed and built for use as a control on the energy potential of each of the 40 boys tested. All these boys were tested over the complete range of games, in circuit training, during normal school, and whilst asleep, as well as on the ergometer. Many pupils were associated with administering the tests, keeping the test result cards and analysing the results, but the boys concerned had taken part in a project that had grown out of a desire to test a hypothesis and had carried out a small piece of original research in a scientific manner.

## Electro-chemical machining of metals

With the advent of the extremely hard metals that require machining to complex shapes for turbine blades, production and machining costs have soared. Consequently industry is investigating methods, other than the conventional ones, for shaping these metals. ECM is a possible answer to the problem. In the test rig that was designed, built and tested, a potential difference of 12 volts is set up between the tool and the workpiece. Thus, when the electrolyte is flowing between these two parts a current is carried between the tool and workpiece, ionising the workpiece and releasing hydrogen. The ions react to form a residue which is flushed away by the fast-flowing electrolyte. A specific shape can be achieved on the workpiece since the current density, and thus the rate of erosion is greatest where the tool and workpiece are nearest, so that eventually the two are mirror images of one another. This particular project was chosen as it admirably suited the requirements of the boy concerned. The method of machining is a recent development in a field which he hopes to enter, the principle and design of the rig were reasonably simple, the amount of time needed was no hindrance because he had already obtained university entrance, and the whole project was reasonably cheap - costing about £10. From the point of view of the school it was an extremely useful one since the project can be carried forward from year to year, with different boys investigating the same problem from different angles. The actual construction of the rig raised various problems which had to be surmounted. There is little point in operating a machine of this type unless all the moving parts are working perfectly and there are no leaks in the system. This presented a problem as the electrolyte was a concentrated salt solution being pumped through the working section at a pressure of approximately two atmospheres. Nearly all the parts of the rig had to be hand-made and there were considerable problems with the gearing of the synchronous motor which provided a slow feed to the workpiece. A suitable pump had to be found that would operate at the appropriate pressure and would not be attacked by the electrolyte. Valuable experience was gained from having to find sources of suitable materials and from learning to use the necessary tools and equipment. There are several possible lines of research with the rig. One can experiment with the effectiveness of different electrolytes, different feed rates, different currents and voltages, different metals, or different shapes of tool. The present line of research is concerned with the shape of the tool and the resultant machining on the workpiece.

#### IV. CONCLUSION

The advent of technical education is a real innovation in the teaching world. It is also something really necessary for there can no longer be any culture without technology. A person who is unable to decipher a technical drawing, express himself graphically, analyse a technical object, or make an informed judgment on the environment in which he lives, is uncultured. An educational system which will not accept technology is an educational system which turns out cultural cripples. This is now understood by all European countries and it is proved by the articles which we are providing. But numerous difficulties are yet to be overcome. They are shared by all the countries we have considered: intensive research must lead to a precise definition of technical education and an evaluation of its effects. The training of teachers must be enlarged and space and equipment must be provided to include technology as a coherent element of an educational system.

Research undertaken by the Council of Europe through its Committee for General and Technical Education has been aimed at this for the last ten years.

A highlight of this Committee's work was an intergovernmental course on "The place of technical education in secondary education" in 1965. A number of countries, including France who organised the course, stressed the need to introduce technology to all pupils, regardless of whether they were going to follow theoretical or technical studies. This introduction should not only guide pupils towards technology but also have real educational value. The training and further training of technical teachers were therefore also reviewed by the participants.

This course crystallised and brought to light a genuine awareness on the part of all European countries of the prime importance of technical education in the modern world and the need to integrate this type of training in general education.

Since then the Council of Europe has made the promotion of such integration one of its main objectives in this field.

An offer from the French Government made it possible to organise a second course on technical education in lower secondary schools. This course was primarily intended to inform the representatives of member States of the Council for Cultural Co-operation of the results of several years' experience of technical education in France, and some very interesting findings emerged.

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Technical educational curriculum at the level under consideration was defined very precisely and it emerged in particular that diagram and technical drawing work should have a major place in the syllabus in question.

It would seem that these are the two means best suited to reconcile theory and practice. The creativity inherent in any subject which invokes other subjects and the concept of analysis are best expressed and developed through these two techniques.

The technological dream is rooted in the past, but the era of technology began in the twentieth century and it will be technical education's privilege to give a new face to humanism in our universities.



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## ABSTRACT

A statewide survey of Wisconsin barbers was conducted to determine their status and opinions on a variety of topics relating to barbering so that action may be taken to improve the careers of present and future barbers. Questionnaires prepared for student, apprentice, journeyman, and master barbers and for barber shop owners were mailed to the 4,253 barbers in the State. The resulting data from 1,632 respondents (38.4 percent) were compiled and analyzed. Although the overall response rate was low, student barbers participation was 95.9 percent. It was found that Wisconsin barbers enjoy their work, although incomes are quite low. Many licensed barbers are employed in other fields of work. Almost one-third of the master barbers are more than 60 years of age. A desire for cosmetology training, in addition to barbering, was expressed by 83.5 percent of the respondents. Need for specialized training to update skills was strongly emphasized to improve barber status. It was recommended that efforts be made to reverse the declining trend of barbering, promote business, and train more barbers. Detailed responses are tabulated in the report and the 5 questionnaire forms used in the survey are appended. (MF)

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**Survey and Analysis  
of  
Barbering in Wisconsin**

**FINAL REPORT**

**Project 09-082-151-222**

**Milwaukee Area Technical College**

**March 1973**

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FINAL REPORT

Project 09-082-151-222

Survey and Analysis of Barbering in Wisconsin  
by  
Marvin W. Vircks Barber Instructor

Milwaukee Area Technical College  
Milwaukee, Wisconsin

William A. Ramsey, District Director

March 1973

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## ABSTRACT

A study of Wisconsin barbers was conducted to determine the status and opinions of the respondents on the following topics:

- Age
- Ethnic Background
- Education
- Barber Training
- Sex of Barbers
- Attitude Toward Barber Work
- Work Status of Barbers
- Income
- Attitude Toward Training
- Service Prices
- Shop Hours
- Improvement of Barber Training
- Improvement of Shop Patronage and Service
- Changes in Barber Law
- Size of Barber Shops
- Age of Shop Equipment
- Frequency of Barber Shop Patron Visits
- Specialized Training for Barbers
- Distribution of Barber Shops in Wisconsin

### Important Findings of the Study:

A total of 1,129 (32.6%) of Wisconsin Master Barbers are 60 years of age or older. More than 100 barbers will need to be trained annually to replace them. A total of 121 (8.7%) of the Master Barber respondents live outside Wisconsin. Desire for Cosmetology training, in addition to Barbering, was indicated by 1,362 (33.5%) of the respondents. Curriculum and law changes may be needed in order to conform with the wishes of barbers on specialized training.

Barber incomes are near poverty level and special educational programs need to be developed in order to improve the status of barbers.

A total of 362 (25%) of the Journeyman and Master Barber respondents are barbering part-time or not barbering at all. Efforts need to be made to replace them or bring them back into the business.



Frequency of visits by the patrons has declined, and efforts must be made to successfully promote the "good grooming" look.

A total reduction of 666 barbers in Wisconsin since 1956, indicates need for prompt action on the part of the Vocational, Technical and Adult Schools to train more barbers in order to reverse the declining trend of barbering.

The projected estimate of the Wisconsin population in 1990 is 5,390,000. The increase of more than 970,000 people in the next 17 years will necessitate the training of more than 500 barbers in addition to those who must be trained to replace barbers who die, retire or change occupations. (See Appendix VII.)

Barbering has been a very successful career training program in the Wisconsin Vocational, Technical and Adult Schools for many years and it now appears that extensive expansion of the program is gravely needed.

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## I - INTRODUCTION

The survey of barbering in Wisconsin was conducted for the purpose of confirming and defining the problems of barbers and to learn facts about the peculiarities of the business, so that intelligent action may be taken to improve the careers of present and future barbers.

### Objectives

1. To obtain an evaluation of barber training in Wisconsin by the barbers.
2. To determine the distribution of barbers and shops in all communities in Wisconsin.
3. To determine the work status of Wisconsin licensed barbers, i.e., Barbering full-time, part-time, or not barbering.
4. To learn the age, education, sex, and ethnic background of Wisconsin barbers.
5. To study income trends of barbers.
6. To determine the specialized training needs of Wisconsin barbers.

### Limitations of the Study

The study was limited by the low (38.4%) percentage of responses to the questionnaires. A total of 1,632 responses formed the background basis of the study.

## II - REVIEW OF LITERATURE

In 1954 the writer conducted the first survey of Barbering in Wisconsin and obtained valuable and interesting data on the business of barbering.

Problems at that time prompted action for the study and now updating of the information is likely to help barbers to help themselves with meaningful action to improve their status. Help from the Wisconsin Vocational, Technical and Adult Schools will no doubt be appreciated.



### III - PROCEDURES

Questionnaires were prepared for Student, Apprentice, Journeyman, and Master Barbers as well as Shop Owners. Help in preparing the questions was received from Mr. Samuel Munson and Mr. Roland Krodstad of the State Board of Vocational, Technical and Adult Education, from Mr. William Nyenhuis, Chief of the Barber Section of the Wisconsin Department of Health and Social Services, and from the Wisconsin Barber Instructors.

Approval of the questionnaires was granted by the Wisconsin State Barbers Advisory Committee at their annual meeting in Milwaukee.

Questionnaires were mailed to the 4,253 barbers in Wisconsin for completion, and a total of 1,632 of the barbers returned the completed questionnaires for a 38.4% response.

Results were tabulated and the data was compiled.

STATE OF WISCONSIN  
Barber Survey  
June 1972

Survey questionnaires were sent to 4,253 Wisconsin barbers with returns as follows:

	<u>Number Licensed</u>	<u>Number of Respondents</u>	<u>Percentage of Participation</u>
Student Barbers	73	70	95.9%
Apprentices	187	115	61.5%
Journeyman	158	54	34.2%
Masters	3,835	1,393	36.3%
	<hr/>	<hr/>	<hr/>
Subtotals	4,253	1,632	38.4%
Shop Owners	2,047	929	45.4%
Instructors	41	40	97.6%
	<hr/>	<hr/>	<hr/>
Totals	6,341	2,601	41 %

Note.--Shop owners and instructors are Master barbers.

TABLE 1

#### IV - FINDINGS

Time limitations on the study prevented the attainment of securing all of the data desired; however, evaluations of the studies of Wisconsin Student and Apprentice Barbers are presented in addition to that of the Wisconsin Barber Instructors. Additional tabulations pertaining to Journeymen and Master Barbers and to Barber Shop Owners are also included in the findings as follows:

##### Evaluation of Responses to the Wisconsin Student Barber Questionnaire

At the time of the survey, a total of 73 barber students were enrolled in Wisconsin training institutions. Seventy students (95.9%) responded to the survey as follows:

School Attending:	Milwaukee	21	30.0%
	Green Bay	16	22.9%
	Eau Claire	15	21.4%
	Madison	10	14.3%
	River Valley	8	11.4%
	Total	70	100 %

73 Students                      70 Respondents                      95.9%

##### Age of Student Barbers

The student barber ages ranged from the youngest at 18 to the oldest of 31. The following is the distribution of the 70 students by specific age:

<u>Age</u>	<u>Number</u>	<u>Percent</u>
18	12	17.1%
19	24	34.3%
20	7	10.0%
21	9	12.9%
22	2	2.9%
23	6	8.6%
24	3	4.3%
26	2	2.8%
28	3	4.3%
30	1	1.4%
31	1	1.4%
Total	70	100%

Younger students were evident in the survey, with 74.3% of the respondents indicating an age of 21 or below. Continuation of student enrollment on this age basis will tend to level the age curve in the future so that Wisconsin will have a nearly uniform number of barbers at all ages from 18 to retirement.

### Sex of Student Barbers

Fifty-nine (84.3%) of the respondents were males and 11 (15.7%) were females.

The increased interest of females in barber work is evidenced by the fact that 15.7% of the students were females while only 5.2% of the apprentice respondents were females. This comparison can be further verified by the fact that only .9% of the Master barber respondents were females. (See Table 1.)

### Ethnic Background

Sixty-one of the students (87.1%) listed a White ethnic background. Seven (10.0%) were Black and the balance of 2 respondents were Indian American and Spanish Speaking. A comparison of this information with that of Apprentice, Journeyman, and Master barber respondents indicates a slight increase in barbers of different ethnic groups. This, however, may be the result of Master and Journeyman barbers having a low percentage of replies to the questionnaires. (See Table 2.)

### Education

Table 3 provides a breakdown of the education of student barbers in comparison with that of Apprentice, Journeyman, and Master. It is interesting to note that 94.3% of the students graduated from high school or attended college. It may be well that all future barbers be high school graduates.

### Rate Barber School Training

Barber school training in Wisconsin was rated "More than Adequate" or "Adequate" by 94% of the students responding to the survey. Table 4 compares the ratings made by all other respondents to the survey.

### Start of Training

Thirty-eight (54.3%) of the students started training in August and September, 1971; 13 (18.6%) started in November, 1971; while the balance of 19 (27.1%) started training in January and February, 1972. This pattern of enrolling barber students at limited times during the year may cause an employment hardship for graduates when all are seeking jobs at the same time. Staggered enrollments throughout the year may be a solution to this problem.

STATE OF WISCONSIN

BARBER SURVEY

June 1972

Sex of Wisconsin Barbers Responding to Survey

	<u>Male</u>	<u>Female</u>	<u>No Comment</u>
70 Students	59 - 84.3%	11 - 15.7%	-
115 Apprentices	109 - 94.8%	6 - 5.2%	-
54 Journeymen	53 - 98.1%	1 - 1.9%	-
<u>1,393 Master Barbers</u>	<u>1,372 - 98.5%</u>	<u>12 - .9%</u>	<u>9 - .6%</u>
1,632	1,593 - 97.6%	30 - 1.8%	9 - .6%

TABLE 2

STATE OF WISCONSIN  
Barber Survey  
June 1972

Ethnic Background of Barber Survey Respondents

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
White	61 (87.1%)	101 (87.8%)	54 (100%)	1,355 (97.3 %)	1,571 (96.3%)
Black	7 (10.0%)	10 ( 8.7%)	0	12 ( .86%)	29 ( 1.8%)
Spanish Speaking	1 ( 1.4%)	3 ( 2.6%)	0	2 ( .14%)	6 ( .3%)
Indian American	1 ( 1.4%)	0	0	5 ( .35%)	6 ( .3%)
Oriental American	0	0	0	1 ( .07%)	1 ( .1%)
Other	0	0	0	8 ( .57%)	8 ( .5%)
No Comment	0	1 ( .9%)	0	10 ( .71%)	11 ( .7%)
	—	—	—	—	—
Totals	70	115	54	1,393	1,632

TABLE 3



# STATE OF WISCONSIN

## Barber Survey

June 1972

### Education of Wisconsin Barbers Participating in Survey

	<u>Students</u>	<u>Apprentices</u>	<u>Journeymen</u>	<u>Masters</u>	<u>Total</u>
Eighth Grade or Less	1 ( 1.4%)	1 ( .9%)	1 ( 1.9%)	105 ( 7.5%)	108 ( 6.6%)
Ninth Grade	1 ( 1.4%)	1 ( .9%)	0	113 ( 8.1%)	115 ( 7.0%)
Tenth Grade	0	3 ( 2.6%)	0	75 ( 5.4%)	78 ( 4.8%)
Eleventh Grade	2 ( 2.9%)	4 ( 3.5%)	1 ( 1.9%)	60 ( 4.3%)	67 ( 4.1%)
High School Graduate	59 (84.3%)	78 (67.8%)	37 (68.5%)	819 (58.8%)	993 (60.8%)
One Year College	4 ( 5.7%)	19 (16.5%)	13 (24.0%)	102 ( 7.3%)	138 ( 8.5%)
Two Years College	3 ( 4.3%)	4 ( 3.5%)	1 ( 1.9%)	55 ( 3.9%)	63 ( 3.9%)
Three Years College	0	2 ( 1.7%)	0	21 ( 1.5%)	23 ( 1.4%)
College Graduate	0	1 ( .9%)	1 ( 1.9%)	18 ( 1.3%)	20 ( 1.2%)
No Comment	0	2 ( 1.7%)	0	25 ( 1.8%)	27 ( 1.7%)
Totals	70	115	54	1,393	1,632

#### Summary

Only 6.6% of the barbers responding to the survey have an eighth grade education or less, and a total of 22.5% of the respondents have an education of eleventh grade or below.

High school graduation was listed by 60.8% of the participants. In addition, 15% of the respondents have had college training, with 1.2% of the total having graduated from college.

With 91.9% of the student and apprentice barbers, and 75.8% of all the barbers responding to the survey having a high school diploma or college training, it appears reasonable to expect all future barbers to be high school graduates.

TABLE 4

STATE OF WISCONSIN

Barber Survey

June 1972

Wisconsin Barbers' Rating of Barber School Training

	<u>70</u> <u>Students</u>	<u>115</u> <u>Apprentices</u>	<u>54</u> <u>Journeyman</u>	<u>1,393</u> <u>Masters</u>	<u>1,632</u> <u>Total</u>
More than Adequate	19 - 27%	20 - 17.4%	13 - 24%	273 - 19.6%	325 - 19.9%
Adequate	47 - 67%	82 - 71.3%	33 - 61%	786 - 56.4%	948 - 58%
Less than Adequate	3 - 4.3%	12 - 10.3%	7 - 13%	121 - 8.7%	143 - 8.8%
No Comment	1 - 1.7%	1 - 1%	1 - 2%	213 - 15.3%	216 - 13.2%
TOTAL	70	115	54	1,393	1,632

TABLE 2

### Attitude Toward Barbering

A total of 47 (67.1%) of the student respondents stated that they enjoy barber work "Very Much," while 19 (27.1%) stated that they enjoyed it "Much." One of the students that gave a lower rating to the work stated that the studies are "too technical." Table 5 compares the attitudes of students and apprentices toward barber work.

### Student Respondents' Opinions of Barbering as a Lifetime Career

Only 2 (2.8%) of the student barbers do not want to make barbering a lifetime career, while 48 (68.6%) of the respondents stated that they do want to make a lifetime career of barbering. A total of 20 (28.6%) were undecided when submitting the questionnaires.

### Students' Opinions of Haircut Prices

On the basis of today's economy, only 5 (7.1%) of the student respondents felt that a fair price for haircuts was between \$1.50 and \$2.00. Sixteen (22.9%) stated that the fair price should be more than \$3.00. The majority of student respondents, 49 (70%), were of the opinion that a fair price was between \$2.25 and \$3.00. Table 6 compares the price opinions of all respondents of the survey.

### Weekly Earnings Expected by Student Respondents After Graduation

A total of 47 (67.2%) of the student respondents expect to earn between \$80 and \$109 per week after graduation when employed as apprentice barbers. Earnings of \$110 or more is expected by 17 (24.3%) of the respondents. Five of the students (7.1%) expect to earn less than \$80 per week. This information indicates that student barbers are not expecting excessively high wages while working as apprentices, and they probably realize that patronage increases with experience and training.

A breakdown of the expected wages is as follows:

Less Than \$80	5	7.1%
Between \$80 and \$89	14	20.0%
Between \$90 and \$99	16	22.9%
Between \$100 and \$109	17	24.3%
Between \$110 and \$119	9	12.9%
More than \$119	8	11.4%
No Comment	1	1.4%
Total	70	100%

#### Improvement of Barbershop Patronage and Service

Student barber respondents are of the opinion that shop patronage may be improved by offering more specialized service to the public and modernizing the shops. The results of this question of the survey are as follows:

Offering More Specialized Services	66	94.3%
Modernize Barber Shops	62	88.6%
Change Shop Hours	54	77.1%
Change Service Prices	46	65.7%
Train More Barbers	42	60.0%

The results of this question are inconclusive because changes in hours and prices are not listed specifically as to whether they should be "up" or "down," and the order of importance is not clearly stated.

#### More Than One Apprentice In a Shop

The majority (61.4%) of the student barbers responding to the survey believe that more than one apprentice should be permitted to work in a barber shop, while the majority of all other respondents, according to Table 7, favor only one apprentice to a shop. This result is expected and is reasonable when one realizes that only 9.2% of the Wisconsin barber shops employ apprentices.

#### Improvement of Barber Training

Student barber respondents, as well as all barbers participating in the survey, indicated that barber training may be improved by offering more practical training. Table 8 compares the responses of all participating barbers. It was surprising to note that 17.1% of the students suggested that training may be improved by increasing training time, while a much lower percentage of other barbers made this suggestion. Obviously from this question, the barbers want more practical training and a substantial reduction in related instruction.

STATE OF WISCONSIN

BARBER SURVEY

June 1972

Opinions of Student and Apprentice  
Barber Respondents toward Barber Work

Question: Do you enjoy doing barber work?

<u>Responses</u>	<u>70 Students</u>	<u>115 Apprentices</u>	<u>185 Total</u>
Very much	47 - 67.1%	74 - 64.3%	121 - 65.4%
Much	19 - 27.1%	22 - 19.1%	41 - 22.2%
Some	4 - 5.7%	16 - 13.9%	20 - 10.8%
Not at all		1 - .9%	1 - .5%
No comment		2 - 1.7%	2 - 1.1%

TABLE 6

STATE OF WISCONSIN  
Barber Survey  
June 1972

Survey Respondents' Opinions of a "Fair Price" of Haircuts  
on the Basis of Today's Economy

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Less than \$1.50	0	0	0	4 ( .3%)	4 ( .2%)
Between \$1.50 and \$2.00	5 ( 7.1%)	1 ( .9%)	0	80 ( 5.7%)	86 ( 5.3%)
Between \$2.25 and \$3.00	49 (70.0%)	76 (66.0%)	42 (77.7%)	911 (65.4%)	1,078 (66.1%)
More than \$3.00	16 (22.9%)	37 (32.2%)	11 (20.4%)	359 (25.8%)	423 (25.9%)
No Comment	0	1 ( .9%)	1 ( 1.9%)	39 ( 2.8%)	41 ( 2.5%)
	—	—	—	—	—
Totals	70	115	54	1,393	1,632

TABLE 7



STATE OF MINNESOTA  
Barber Survey  
June 1972

Barber respondents answer to question: "What, do you believe will help the long-term business along most?"

Offer more specialized services	Modernize barber shops	Train more barbers	Change shop hours	Change service prices
Agree/Disagree	Agree/Disagree	Agree/Disagree	Agree/Disagree	Agree/Disagree
66 (74.3%)	110 (74.3%)	43 (74.3%)	43 (74.3%)	43 (74.3%)
60 (69.0%)	71 (46.9%)	71 (46.9%)	71 (46.9%)	71 (46.9%)
42 (48.8%)	74 (48.8%)	74 (48.8%)	74 (48.8%)	74 (48.8%)
74 (85.7%)	62 (41.3%)	62 (41.3%)	62 (41.3%)	62 (41.3%)
46 (53.5%)	61 (40.7%)	61 (40.7%)	61 (40.7%)	61 (40.7%)

7/1/72

STATE OF WISCONSIN  
Barber Survey  
June 1972

Responses to Question: Do you believe that more than one apprentice should be permitted to work in a barber shop?

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Yes	43 (61.4%)	53 (45.1%)	13 (24.1%)	303 (21.8%)	412 (25.3%)
No	27 (38.6%)	60 (52.2%)	40 (74.0%)	1,014 (72.8%)	1,141 (69.9%)
No Comment	0	2 ( 1.7%)	1 ( 1.9%)	76 ( 5.4%)	79 ( 4.8%)
	—	—	—	—	—
Totals	70	115	54	1,393	1,632

TABLE 2

**STATE OF WISCONSIN**  
**Barber Survey**  
**June 1972**

**Respondents' Suggestions to Improve Barber Training**

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Offer More Practical Training	43 (61.4%)	67 (58.3%)	37 (68.5%)	822 (59.0%)	969 (59.4%)
Increase Training Time	12 (17.1%)	4 ( 3.5%)	4 ( 7.4%)	95 ( 6.8%)	115 ( 7.0%)
Provide More Related Instruction	4 ( 5.7%)	12 (10.4%)	7 (13.0%)	171 (12.3%)	194 (11.9%)
Other Comments	0	14 (12.2%)	0	0	14 ( .9%)
No Comment	<u>11</u> (15.7%)	<u>18</u> (15.6%)	<u>6</u> (11.1%)	<u>305</u> (21.9%)	<u>340</u> (20.8%)
Totals	70	115	54	1,393	1,632

TABLE 10

Subjects That May Not Be Needed  
In Barber Training Program

Bookkeeping, Chemistry, and Salesmanship are the courses opposed by student respondents more than all other barbers participating in the survey. Hair Singeing, Light Therapy, and Chemistry are the three courses that the majority of barber respondents stated that may not be needed in the barber training program. Table 9 provides a complete tabulation of the results of this question.

One may question the validity of the unfavorable response to the Chemistry course with the new specialized barber services depending largely upon chemical treatment of the hair. Chemical processes are involved in hair coloring, hair relaxing, hair conditioning, and permanent waving in addition to specialized shampoos and scalp treatments.

Recommend Barbering as a Career

Student barber respondents are more enthusiastic about recommending barbering as a career for young men and women than all other practicing barbers. Eighty percent of the student respondents stated that they recommend barbering to young men and women, while that percentage becomes progressively lower with the advanced status of barbers.

Table 10 evaluates all responses to the question. Do the results of this question imply that as a barber grows in experience he becomes more discouraged with the satisfaction and rewards of his work? Surely changes need to be made in order to improve the attitudes of barbers toward their work.

Unified Training and Licensing  
of Cosmetologists and Barbers

The majority of the student respondents favored unification of training and licensing of barbers and cosmetologists. They also were in favor of barbers and cosmetologists working in the same shop. From this data compiled in Tables 11 and 12, one might assume that if the young barbers established future trends, cosmetology and barbering will become one profession.

Changes in Wisconsin Barber Law

Seven tables have been prepared to illustrate all barber respondents' opinions on law changes. The results shown on these tabulations may be helpful in providing guidelines for future changes in the law. The stu-

dent barber responses probably indicated unfamiliarity with the legal problems of barbering and thus few changes were advocated.

#### Summary

Student barbers in Wisconsin are young and have much enthusiasm toward their work. Male students outnumbered the females by a ratio of 5.4 to 1, and white students exceeded the blacks by an 8.7 to 1 ratio.

A total of 94.3% of the students are high school graduates or have attended college, which indicates a high educational standard for barbers.

Enjoyment of work appears to be most important to the students who do not make excessive wage demands.

Interests of student barbers appear to lean toward "specialized work," thus one might expect greater similarity or sameness of barber and cosmetology training in the future.

STATE OF WISCONSIN  
Barber Survey  
June 1972

Barber Respondents' Opinions on Subjects that may Not be Needed in the Barber Training Program

	<u>70</u> <u>Students</u>	<u>115</u> <u>Apprentices</u>	<u>54</u> <u>Journeyman</u>	<u>1,393</u> <u>Masters</u>	<u>1,632</u> <u>Total</u>
Hair Singeing	21 - 30.0%	62 - 53.9%	33 - 61.0%	816 - 58.6%	932 - 57.1%
Light Therapy	21 - 30.0%	36 - 31.3%	27 - 50.0%	603 - 43.3%	687 - 42.1%
Chemistry	33 - 47.1%	40 - 34.8%	17 - 31.5%	498 - 35.8%	588 - 36.0%
Anatomy and Physiology	9 - 12.9%	37 - 32.1%	5 - 9.2%	356 - 25.6%	407 - 24.9%
Shaving	3 - 4.3%	16 - 13.9%	15 - 27.8%	238 - 17.1%	272 - 16.7%
Honing and Stropping	4 - 5.7%	13 - 11.3%	29 - 53.7%	208 - 14.9%	254 - 15.6%
Bacteriology	4 - 5.7%	14 - 12.2%	5 - 9.3%	197 - 14.1%	220 - 13.5%
Facials	1 - 1.4%	2 - 1.7%	3 - 5.6%	136 - 9.8%	142 - 8.7%
Bookkeeping	20 - 28.6%	9 - 7.8%	7 - 13.0%	103 - 7.4%	139 - 8.5%
Skin Diseases	1 - 1.4%	3 - 2.6%	1 - 1.9%	80 - 5.7%	85 - 5.2%
Scalp Treatments	1 - 1.4%	2 - 1.7%	1 - 1.9%	74 - 5.3%	78 - 4.8%
Salesmanship	7 - 10.0%	2 - 1.7%	1 - 1.9%	60 - 4.3%	70 - 4.3%

TABLE 11

STATE OF WISCONSIN  
Barber Survey  
June, 1972

Responses to Question: Do you recommend that young men and women choose barbering as a career?

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Yes	56 (80.0%)	66 (57.4%)	20 (37.0%)	509 (36.5%)	651 (39.9%)
No	11 (15.7%)	43 (37.4%)	28 (51.9%)	741 (53.2%)	823 (50.4%)
No Comment	3 ( 4.3%)	6 ( 5.2%)	6 (11.1%)	143 (10.3%)	158 ( 9.7%)
	—	—	—	—	—
Totals	70	115	54	1,393	1,632

TABLE 12

STATE OF WISCONSIN  
Barber Survey  
June 1972

Responses to Question: Do you believe barbers and cosmetologists should be permitted to work in the same shop?

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Yes	41 (59.0%)	45 (39.0%)	21 (39.0%)	445 (32.0%)	552 (33.8%)
No	28 (40.0%)	68 (59.0%)	32 (59.0%)	870 (62.4%)	998 (61.2%)
No Comment	1 ( 1.0%)	2 ( 2.0%)	1 ( 2.0%)	78 ( 5.6%)	82 ( 5.0%)
	—	—	—	—	—
Totals	70	115	54	1,393	1,632

TABLE 13



STATE OF WISCONSIN  
Barber Survey  
June 1972

Responses to Question: Do you believe that barbers and cosmetologists should have a unified training program and both have a standard license permitting them to serve both men and women?

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Yes	37 (53.0%)	52 (45.0%)	31 (58.0%)	610 (43.8%)	730 (44.7%)
No	31 (44.0%)	61 (53.0%)	23 (42.0%)	698 (50.1%)	813 (49.8%)
No Comment	2 ( 3.0%)	2 ( 2.0%)	0	85 ( 6.1%)	89 ( 5.5%)
	—	—	—	—	—
Totals	70	115	54	1,393	1,632

TABLE 14

**STATE OF WISCONSIN**  
**Barber Survey**  
**June 1972**

**Barber Respondents' Opinions on Possible Changes in Barber Law:**  
**Full-Time Barber School Training**

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
More Time	19 (27.1%)	41 (35.6%)	15 (27.8%)	387 (27.8%)	462 (28.3%)
Less Time	12 (17.1%)	11 ( 9.6%)	5 ( 9.2%)	37 ( 2.7%)	65 ( 3.9%)
No Change	37 (52.9%)	62 (53.9%)	34 (63.0%)	893 (64.1%)	1,026 (62.9%)
No Comment	<u>2 ( 2.9%)</u>	<u>1 ( .9%)</u>	<u>0</u>	<u>76 ( 5.4%)</u>	<u>79 ( 4.8%)</u>
Totals	70	115	54	1,393	1,632

TABLE 15

**STATE OF WISCONSIN**  
**Barber Survey**  
**June 1972**

**Barber Respondents' Opinions on Possible Changes in Barber Law:**

**Apprentice Training Period**

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
More Time	1 ( 1.4%)	4 ( 3.4%)	5 ( 9.3%)	199 (14.3%)	209 (12.8%)
Less Time	46 (65.7%)	77 (67.0%)	33 (61.1%)	256 (18.4%)	412 (25.2%)
No Change	21 (30.0%)	33 (28.7%)	16 (29.6%)	864 (62.0%)	934 (57.2%)
No Comment	<u>2 ( 2.9%)</u>	<u>1 ( .9%)</u>	<u>0</u>	<u>74 ( 5.3%)</u>	<u>77 ( 4.7%)</u>
Totals	70	115	54	1,393	1,632

**TABLE 16**

STATE OF WISCONSIN  
Barber Survey  
June 1972

Barber Respondents' Opinions on Possible Changes in Barber Law:

Educational Requirements

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Higher	12 (17.1%)	50 (43.5%)	23 (42.6%)	668 (48.0%)	753 (46.1%)
Lower	4 ( 5.7%)	6 ( 5.2%)	0	22 ( 1.6%)	32 ( 2.0%)
No Change	52 (74.3%)	58 (50.4%)	31 (57.4%)	630 (45.2%)	771 (47.2%)
No Comment	2 ( 2.9%)	1 (  .9%)	0	73 ( 5.2%)	76 ( 4.7%)
	—	—	—	—	—
Totals	70	115	54	1,393	1,632

TABLE 17

STATE OF WISCONSIN  
Barber Survey  
June 1972

Barber Respondents' Opinions on Possible Changes in Barber Law:

Licensing Standards

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Higher	5 ( 7.1%)	15 (13.0%)	15 (27.8%)	429 (30.8%)	464 (28.4%)
Lower	17 (24.3%)	13 (11.3%)	8 (14.8%)	40 ( 2.9%)	78 ( 4.8%)
No Change	46 (65.7%)	85 (73.9%)	30 (55.5%)	850 (61.0%)	1,011 (62.0%)
No Comment	2 ( 2.9%)	2 ( 1.7%)	1 ( 1.9%)	74 ( 5.3%)	79 ( 4.8%)
	—	—	—	—	—
Totals	70	115	54	1,393	1,632

TABLE 18

STATE OF WISCONSIN  
Barber Survey  
June 1972

Barber Respondents' Opinions on Possible Changes in Barber Law:

Sanitary Standards of Shops

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Higher	36 (51.4%)	58 (50.4%)	31 (57.4%)	583 (41.9%)	708 (43.4%)
Lower	0	0	0	2 ( .1%)	2 ( .1%)
No Change	31 (44.3%)	55 (47.8%)	23 (42.6%)	745 (53.5%)	854 (52.3%)
No Comment	3 ( 4.3%)	2 ( 1.7%)	0	63 ( 4.5%)	68 ( 4.2%)
	—	—	—	—	—
Totals	70	115	54	1,393	1,632

TABLE 19

STATE OF WISCONSIN  
Barber Survey  
June 1972

Barber Respondents' Opinions on Possible Changes in Barber Law:

Penalties for Violations

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Higher	14 (20.0%)	61 (53.0%)	22 (40.7%)	723 (51.9%)	820 (50.3%)
Lower	6 ( 8.6%)	6 ( 5.2%)	1 ( 1.9%)	7 ( .5%)	20 ( 1.2%)
No Change	46 (65.7%)	47 (40.9%)	31 (57.4%)	573 (41.1%)	697 (42.7%)
No Comment	4 ( 5.7%)	1 ( .9%)	0	90 ( 6.5%)	95 ( 5.8%)
	—	—	—	—	—
Totals	70	115	54	1,393	1,632

TABLE 20

STATE OF WISCONSIN  
Barber Survey  
June 1972

Barber Respondents' Opinions on Possible Changes in Barber Law:

License Fees

	<u>Students</u>	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Higher	1 ( 1.4%)	0	3 ( 5.6%)	57 ( 4.1%)	61 ( 3.7%)
Lower	29 (41.4%)	39 (33.9%)	23 (42.6%)	351 (25.2%)	442 (27.1%)
No Change	37 (52.9%)	75 (65.2%)	28 (51.8%)	908 (65.2%)	1,048 (64.2%)
No Comment	3 ( 4.3%)	1 ( .9%)	0	77 ( 5.5%)	81 ( 5.0%)
	—	—	—	—	—
Totals	70	115	54	1,393	1,632

TABLE 21



STATE OF WISCONSIN  
Barber Survey  
June 1973

EVALUATION OF THE RESPONSES TO THE WISCONSIN APPRENTICE BARBER QUESTIONNAIRE

Age of Apprentice Barber Respondents

<u>Age</u>	<u>Number</u>	<u>Percent</u>
Under 21	24	20.9%
21-25	63	54.8%
26-30	14	12.2%
31-35	4	3.5%
36-40	3	2.6%
41-45	3	2.6%
46-50	0	0
51-55	2	1.7%
56-60	2	1.7%
	<u>115</u>	<u>100%</u>

Interest in barbering as a career by younger persons is evident when 87 (75.7%) of the respondents are less than 26 years of age. Despite the younger age trend for barber apprentices, 14 (12.1%) of the respondents are between 31 and 60 years of age.

Summarized Tabulation

187 Apprentice Barbers  
115 Responded to Survey (61.5%)

Of those apprentices who responded, the following results were obtained regarding preapprenticeship school attendance:

**WISCONSIN BARBER SCHOOL GRADUATES**

Milwaukee	27	(23.5%)
Green Bay	22	(19.1%)
Eau Claire	17	(14.8%)
Madison	15	(13.0%)
<b>TOTAL</b>	<b>81</b>	<b>(70.4%)</b>

Apprentices without previous training **TOTAL 12** (10.4%)  
Apprentices trained outside of United States

USSR	1	
South America	1	
Yugoslavia	1	
<b>TOTAL</b>	<b>3</b>	<b>(2.6%)</b>

**OUT-OF-STATE SCHOOL TRAINING**

Rockford, Illinois	6	
East Moline, Illinois	3	
Davenport, Iowa	2	
Champaign, Illinois	1	
Chicago, Illinois	1	
Little Rock, Arkansas	1	
Los Angeles, California	1	
Memphis, Tennessee	1	
Nashville, Tennessee	1	
Phoenix, Arizona	1	
St. Paul, Minnesota	1	
<b>TOTAL</b>	<b>19</b>	<b>(16.5%)</b>

With 34 of the 115 respondents (29.6 percent) having been trained in another state or country or having no previous training before being indentured, this may indicate a need for more preapprenticeship barber classes in Wisconsin in the future.

Distribution in Dates of Indenture

Apprentice barber respondents were indentured from 1967 to 1972 as follows:

<u>Year Indentured</u>	<u>Number</u>	<u>Percent</u>
1967	1	.9%
1969	21	18.3%
1970	39	33.9%
1971	31	27.0%
1972	9	7.8%
No Comment	14	12.1%
	115	100%

Lifetime Career

A lifetime career of barbering is planned by 85 (73.9%) of the apprentice respondents while 25 (21.7%) do not intend to make a career of barbering. Five (4.3%) apprentices did not comment on the question.

Income

Only 54 (47%) of the apprentice barber respondents are satisfied with their incomes while 61 (53%) no doubt would like higher incomes.

Annual Income of Apprentice Barbers

Apprentices Indentured	187
Questionnaires Returned	115
Income Responses	76

Income Stated on Questionnaires:

Under \$3,000	2	=	3%
\$3,000-\$3,999	5	=	7%
\$4,000-\$4,999	17	=	22%
\$5,000-\$5,999	17	=	22%
\$6,000-\$6,999	16	=	21%
\$7,000-\$7,999	15	=	20%
\$8,000-\$8,999	2	=	3%
\$9,000-\$9,500	2	=	3%

A total of 85 percent of the apprentices who stated their annual incomes, indicated earnings between \$4,000 and \$7,999 annually. Incomes below \$3,999 were indicated by 10 percent, while only 6 percent of the respondents earned more than \$8,000 annually.

### Weekly Gross Income

The opinions of the apprentice barber respondents on the weekly gross incomes, show an interesting variation of views. A tabulation of this opinion question is as follows:

<u>Income Opinion</u>	<u>Number</u>	<u>Percent</u>
Less than \$80	17	14.8%
\$80-\$89	21	18.3%
\$90-\$99	23	20.0%
\$100-\$109	13	11.3%
\$110-\$119	16	13.9%
More than \$119	16	13.9%
No Comment	<u>9</u> 115	<u>7.8%</u> 100%

When comparing the opinions stated above with the actual incomes stated by 76 (66%) of the respondents, one might assume that those apprentices with lower incomes were not inclined to comment on their annual incomes.

A total of 24 (31.6%) of the 76 respondents listed incomes of less than \$5,000 annually, while 61 (53.1%) are of the opinion that the weekly gross income of apprentice barbers is below \$100.

On the upper income levels the reverse trend is apparent. A total of 52 (68.4%) of the 76 listed incomes over \$5,000 annually while only 45 (39.1%) of the respondents are of the opinion that weekly incomes exceed \$100.

### BARBER SHOP OWNERSHIP

Despite the low income trend of apprentice barbers, a total of 79 (68.7%) of the respondents intend to own their own barber shop in the future. Only 26 (22.6%) do not intend to own a shop. Ten (8.7%) of the respondents did not comment on the future shop ownership question.

### SUMMARY

Wisconsin barber apprentices are young, generally dissatisfied with their incomes, intend to make a lifetime career of barbering and own their own shops. Opinions are divided in reference towards advanced education beyond apprenticeship.

### EDUCATION GOALS

After completing the barber apprenticeship program, a total of 53 (461.%) of the respondents stated that they expect to continue in school for further education. No further education is planned by 60 (52.2%) of the respondents. Two of the apprentices (1.7%) made no comment to the question.

Plans to eventually earn a college degree were stated by 13 (11.3%) of the respondents, while 94 (81.7%) do not intend to graduate from college. No comments were made by 8 (7%) of the respondents toward earning a college degree.

### Distribution in Dates of Indenture

Apprentice barber respondents were indentured from 1967 to 1972 as follows:

<u>Year Indentured</u>	<u>Number</u>	<u>Percent</u>
1967	1	.9%
1969	21	18.3%
1970	39	33.9%
1971	31	27.0%
1972	9	7.8%
No Comment	<u>14</u>	<u>12.1%</u>
	115	100%

### Lifetime Career

A lifetime career of barbering is planned by 85 (73.9%) of the apprentice respondents while 25 (21.7%) do not intend to make a career of barbering. Five (4.3%) apprentices did not comment on the question.

### Income

Only 54 (47%) of the apprentice barber respondents are satisfied with their incomes while 61 (53%) no doubt would like higher incomes.

#### ANNUAL INCOME OF APPRENTICE BARBERS

Apprentices Indentured	187
Questionnaires Returned	115
Income Responses	76

#### INCOME STATED ON QUESTIONNAIRES:

Under \$3,000	2	=	3%
\$3,000-\$3,999	5	=	7%
\$4,000-\$4,999	17	=	22%
\$5,000-\$5,999	17	=	22%
\$6,000-\$6,999	16	=	21%
\$7,000-\$7,999	15	=	20%
\$8,000-\$8,999	2	=	3%
\$9,000-\$9,500	2	=	3%

A total of 85 percent of the apprentices who stated their annual incomes, indicated earnings between \$4,000 and \$7,999 annually. Incomes below \$3,999 were indicated by 10 percent, while only 6 percent of the respondents earned more than \$8,000 annually.

Journeyman Barbers

Evaluation of the Journeyman Barber questionnaire provided the following information on the age of the 54 respondents:

<u>Age</u>	<u>Number</u>	<u>Percent</u>
21-24	24	44.4%
25-29	21	38.9%
30-34	5	9.3%
35-39	1	1.8%
40-44	1	1.8%
45-49	1	1.8%
Over 65	<u>1</u> 54	<u>1.8%</u> 99.8%

A total of 17 (31.5%) of the Journeymen respondents are not barbering and a statement of their work is listed. Of the 17, only 7 (41.2%) stated that they were interested in barbering full time in the future. A total of 27 (50%) of the Journeymen respondents stated that they intend to own their own shop in the future.

Journeyman Barber Questionnaire

Barber school attended by 54 Journeyman barber respondents:

Wisconsin Schools:

Milwaukee Area Technical College	13 (24.1%)
Eau Claire	10 (18.5%)
Madison Area Technical College	7 (12.9%)
Green Bay	6 (11.1%)
Wisconsin schools:	<u>36 (66.6%)</u>

Out-of-state barber schools:

Rockford Barber College - Rockford, Illinois	5 (9.3%)
Lincoln Barber College - Rockford, Illinois	4 (7.4%)
Moler Barber College - Chicago, Illinois	3 (5.6%)
Madison Barber College - Rock Island, Illinois	2 (3.7%)
Jacksonville Barber College - Jacksonville, Florida	1 (1.9%)
Waterloo Barber College - Waterloo, Iowa	1 (1.9%)
Out-of-state schools:	<u>16 (29.6%)</u>

No barber school training 2 (3.7%)

This tabulation again indicates the possible need for training more student barbers in Wisconsin. Eighteen (33.3%) of the Journeyman barber respondents were trained outside Wisconsin or had no previous training.



STATE OF WISCONSIN  
Barber Survey  
June 1972

Occupations of 17 (31.5%) Journeymen barber respondents who are licensed but not barbering.

Salesman	2
Factory Worker	2
Fuel Distributor	1
Nursing Home Administrator	1
Laborer	1
Warehouse Worker	1
Contractor	1
Cheesemaker	1
Grocery Clerk	1
Assistant Manager	1
Dairying	1
Sewerage Treatment Worker	1
Student	1
No Comment	2
TOTAL	<u>17</u>

STATE OF WISCONSIN

Barber Survey

June 1972

Work Status of Journeyman and Master Barber Respondents

	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Barbering Full Time	34 (63%)	1,045 (75%)	1,079 (74.6%)
Barbering Part Time	3 ( 5.5%)	161 (11.6%)	164 (11.3%)
Licensed but Not Barbering	17 (31.5%)	181 (13%)	198 (13.7%)
No Comment	<u>0</u>	<u>6 ( .4%)</u>	<u>6 ( .4%)</u>
Totals	54	1,393	1,447

TABLE 22

Annual incomes were stated by 25 (46.3%) of the Journeymen respondents. An income range was listed from \$3,000 to \$9,000 with 18 (33.3%) stating an income range between \$5,000 and \$6,000. Only 2 (3.7%) listed incomes between \$8,000 and \$9,000.

Summary Statements  
Master Barber Survey

Responses	1393
Master Barbers	3835

Age of Master Barbers

A total of 61% of the Master Barbers participating in the survey were between 21 and 49 years of age, while 38% or a total of 521 of the barbers are over 50 years of age.

The oldest barber indicated his age at 96 and stated that he still works part-time.

Records indicate that more than 1250 of the Wisconsin Master Barbers are over 60 years of age, and of this group, 315 responded to the survey questionnaires.

On the basis of this information, one may conclude that more than 30% of the Wisconsin barbers are near retirement and will need to be soon replaced with barbers trained in the new specialized barbering skills.

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On the basis of this information, one may conclude that more than 30% of the Wisconsin barbers are near retirement and will need to be soon replaced with barbers trained in the new specialized barbering skills.

Master Barbers

Master barber respondents listed the following ages:

<u>Age</u>	<u>Number</u>	<u>Percent</u>
21-24	14	1.0%
25-29	170	12.2%
30-34	204	14.6%
35-39	185	13.3%
40-44	166	11.9%
45-49	119	8.5%
50-54	100	7.2%
55-59	106	7.6%
60-64	119	8.5%
65-69	115	8.3%
Over to	81	5.8%
No comment	<u>14</u>	<u>1.0%</u>
	1,393	99.9%

When comparing the above data with the actual age information of all licensed Master Barbers in Wisconsin, one must conclude that the younger barbers participated in the study and the older barbers failed to return the questionnaires.

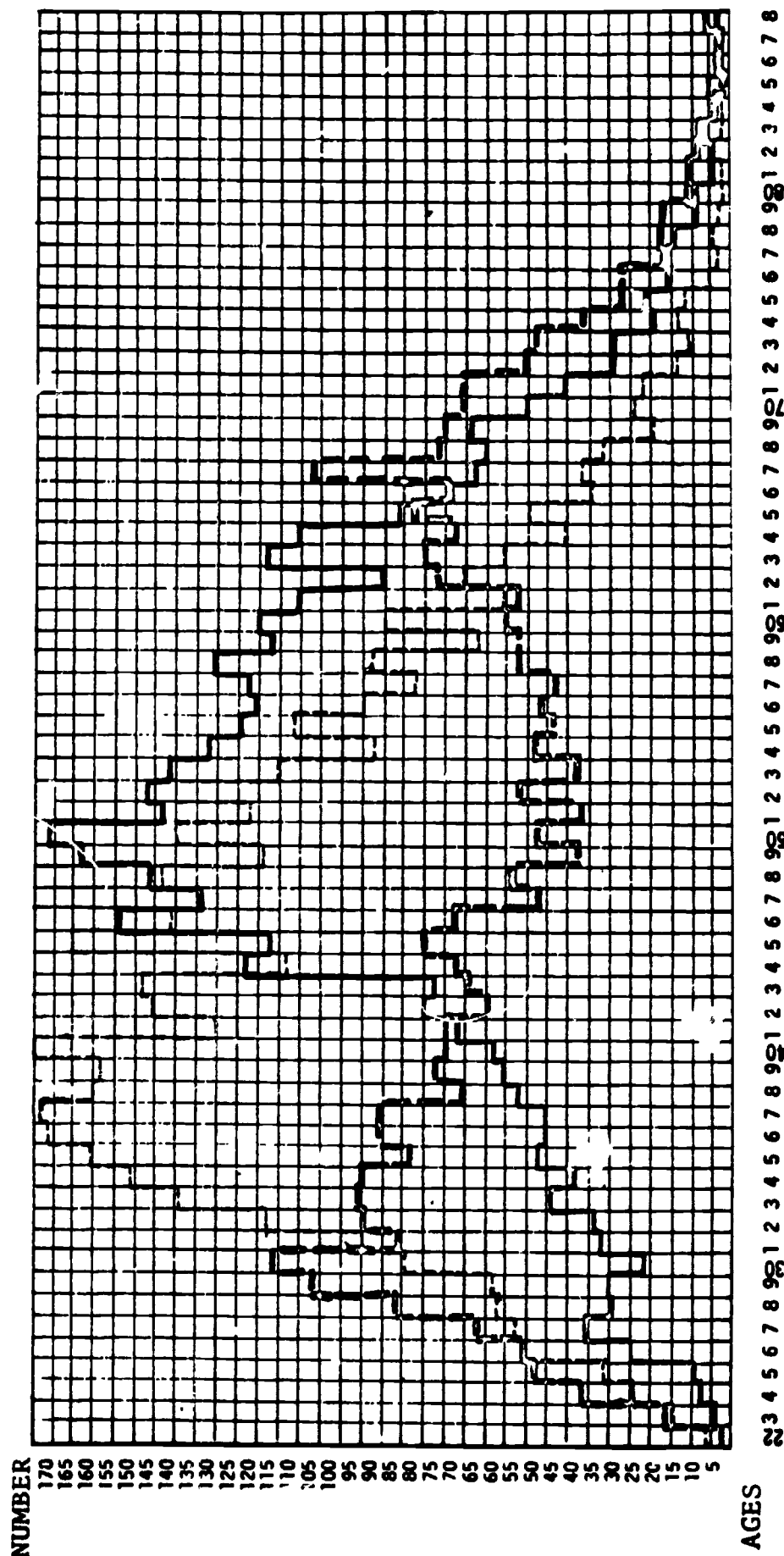
The information on actual ages of 3,457 Master Barbers, with 223 not recorded, was provided by the Barber Section of the Wisconsin Department of Health and Social Services. A breakdown of this information is as follows:

<u>Age</u>	<u>Number</u>	<u>Percent</u>
22-24	54	1.6%
25-29	349	10.1%
30-34	465	13.5%
35-39	389	11.3%
40-44	333	9.6%
45-49	279	8.1%
50-54	221	6.4%
55-59	238	6.9%
60-64	321	9.3%
65-69	389	11.3%
70-74	265	7.7%
75-79	105	3.0%
80-84	36	1.0%
85-89	10	.3%
90-94	2	.06%
95-97	<u>1</u>	<u>.02%</u>
	3,457	100.2%

On December 1, 1972, a total of 808 (23.4%) of the Wisconsin Master Barbers were 65 years of age or older.

When comparing this age information with that of the 1954 study, one notices a sharp increase of all ages over 66 while there is a decrease in the number of barbers in the 40 to 59 year-age group. This is illustrated in the age charts.

# GRAPH SHOWING DISTRIBUTION OF BARBERS BY AGES IN WISCONSIN



- 1941- Dallas S. Moser- 4779 Tabulated-approximately 700 Not Tabulated.  
Average age 45 years 4 Mos. 39% Under 41 61% Over 40 11% Over 60
- 1954- Marvin W. Vircks- 4040 Tabulated- 270 Not Tabulated.  
Average age 51 years 9.2 months 14.4% under 41 85.6% 40 and older 35.1% over 60
- .-.-1972- Barber Section- 3457 Tabulated- 223 Not Tabulated.

TABLE 23

1954 DISTRIBUTION OF 4040 BARBERS BY AGES (267 Not Tabulated)  
 1972 DISTRIBUTION OF 3457 BARBERS BY AGES (223 Not Tabulated)

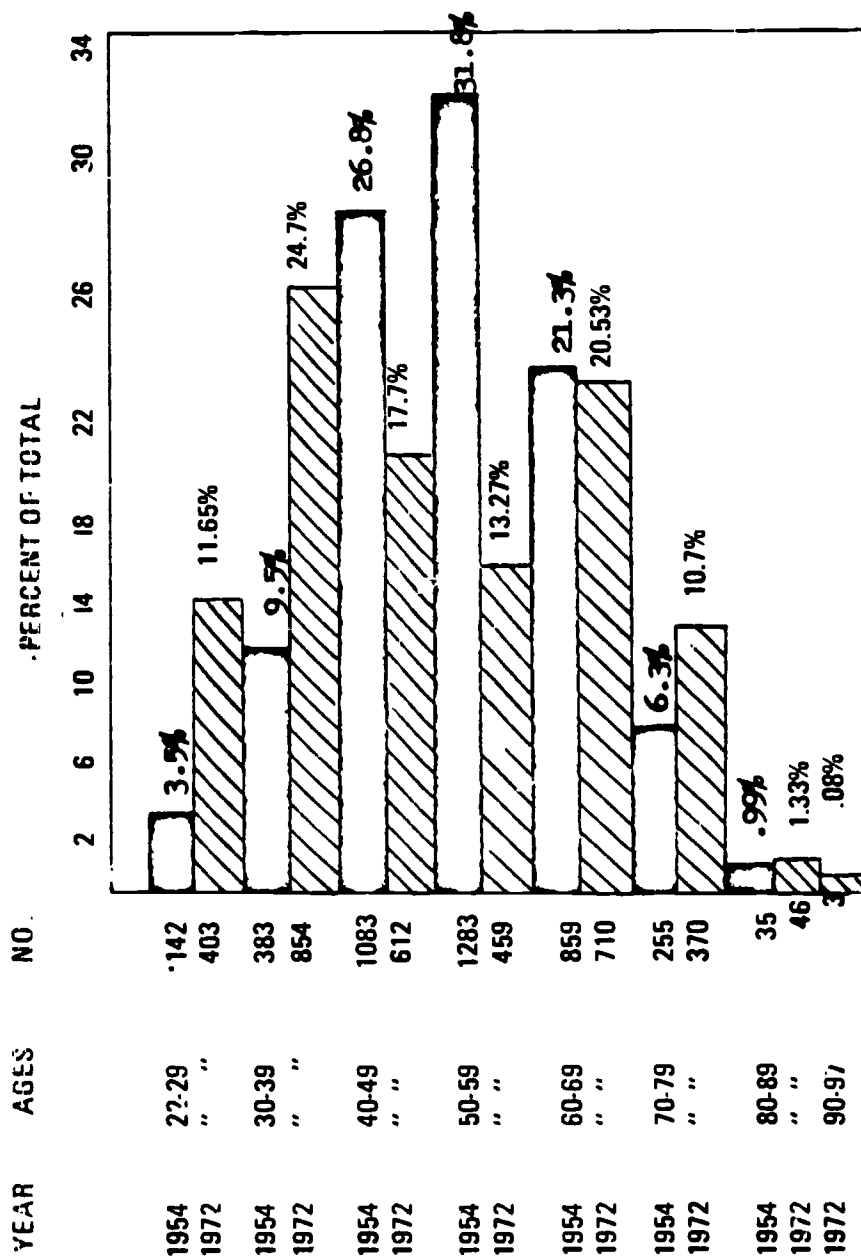


TABLE 24



A substantially high percentage of the Wisconsin Master Barbers have attended a barber school or college and Table 25 illustrates the school attendance of apprentice, Journeyman and Master Barbers. This information indicates that it may be well that all future barbers be required to be graduates of an approved barber school.

STATE OF WISCONSIN  
Barber Survey  
June 1972

Respondents' replies to barber school attendance questions:

Did you attend a full-time barber school or college?

	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Yes	103 (89.6%)	52 (96.3%)	1,116 (80.1%)	1,271 (81.4%)
No	12 (10.4%)	2 (3.7%)	259 (18.6%)	273 (17.5%)
No Comment	0	0	18 (1.3%)	<u>18 (1.1%)</u> 1,562

Did you graduate from barber school?

	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Yes	103 (89.6%)	49 (90.7%)	1,061 (76.2%)	1,213 (77.7%)
No	11 (9.6%)	4 (7.4%)	240 (17.2%)	255 (16.3%)
No Comment	1 (.8%)	1 (1.9%)	92 (6.6%)	<u>94 (6.0%)</u> 1,562

TABLE 25

### Frequency of Shop Visits

The study on the frequency of barber shop visits by the public revealed that 652 (41.8%) of the respondents' patrons visit their shops at four to eight-week intervals. The low income of barbers may be doubled if patrons would visit the shops every two to four weeks. (See Table 26)

### TRADE EXTENSION CLASSES

Interest in Trade Extension classes was shown by a substantial number of all barbers participating in the study. Table 27 provides a complete breakdown of all the special courses requested.

### CONSOLIDATION OF BARBERS AND COSMETOLOGISTS

A very important finding of the survey revealed that 1,393 (83.5%) of the respondents are of the opinion that the status of Wisconsin barbers may be upgraded by providing them with training in the arts and skills of Cosmetology. Table 28 substantiates the statement and reveals that the younger barbers show greater interest in the combined skills.

STATE OF WISCONSIN  
Barber Survey  
June 1972

Responses to Question: How often does the average patron visit your shop for service?

	<u>Apprentices</u>	<u>Journeyman</u>	<u>Masters</u>	<u>Total</u>
Every two weeks or less	9 ( 7.8%)	0	22 ( 1.6%)	31 ( 2.0%)
From two to four weeks	58 (50.4%)	20 (37.0%)	569 (40.8%)	647 (41.4%)
From four to eight weeks	44 (38.3%)	22 (40.7%)	586 (42.1%)	652 (41.8%)
Less than six times a year	0	2 ( 3.7%)	31 ( 2.2%)	33 ( 2.1%)
No comment	4 ( 3.5%)	10 (18.5%)	185 (13.3%)	199 (12.7%)
	—	—	—	—
Totals	115	54	1,393	1,562

TABLE 26

STATE OF WISCONSIN  
BARBER SURVEY  
MAY 1972

If the Wisconsin Vocational, Technical and Adult Schools in your area offered advanced training classes or seminars on an evening basis for barbers, check the courses that you would be interested in attending.

TOTAL RESPONDENTS

115

54

1393

1562

COURSE	APPRENTICES		JOURNEYMEN		MASTERS		TOTAL RESPONDENTS	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	TOTAL	PERCENTAGE
Hair Styling	97	84%	45	84%	960	69%	1102	70.6 %
Facials	17	15%	3	6%	77	5.5%	97	6.3 %
Hair Coloring	69	60%	30	55%	581	41.8%	680	43.5 %
Hair Relaxing	50	44%	21	39%	349	25%	420	26.9 %
Salesmanship	49	43%	15	27%	322	23.2%	386	24.74%
Business Management	48	42%	23	43%	380	27.3%	451	28.9 %
Scalp Treatments	28	24%	9	17%	189	13.6%	226	14.5 %
Shaving	7	6%	4	7.5%	39	2.8%	50	3.21%
Hair Pieces	78	68%	38	71%	689	49.5%	795	50.9 %
Hair Conditioning	63	55%	19	35%	504	36.2%	586	37.52%
Beard and Mustache Trimming and Styling	49	43%	23	44%	362	26%	434	27.8 %

TABLE 27

STATE OF WISCONSIN  
BARBER SURVEY  
MAY 1972

Do you believe the status of Wisconsin barbers may be upgraded by providing them with more training and practice in hair styling, hair coloring, hair relaxing or straightening, hair conditioning and women's haircutting, shaping and styling?

<u>NUMBER WHO RESPONDED</u>	<u>YES</u>	<u>PERCENTAGE</u>	<u>NO</u>	<u>PERCENTAGE</u>	<u>NO COMMENT</u>	<u>PERCENTAGE</u>
Students 70	65	93%	4	6%	1	1%
Apprentices 115	109	95%	5	4.3%	1	.8%
Journeyman 54	51	94%	3	6%	0	0%
Masters 1393	1138	81.7%	154	11%	101	7.3%
TOTAL 1632	1362	83.5%	167	10.2%	103	6.3%

TABLE 28

### Fewer Barbers

The decline in the number of barbers through the years is revealed in Table 29. Page 9 of the book "Barbering in Wisconsin 1954" also provides data on the number of barbers licensed in Wisconsin since 1916. It is noted that the highest number of barbers licensed in Wisconsin was during the Great Depression years from 1928 to 1933. One may question the reason for this large number (6,200) of barbers existing at that time while barbers are experiencing difficulties today in a time of affluence and high population in the state. (See Appendix III)

STATE OF WISCONSIN  
DEPARTMENT OF HEALTH AND SOCIAL SERVICES

Barber Section

Statistics

	Apprentice Barbers	Student Barbers	Journeyman Barbers	Master Barbers	Shop Managers	Licensed Barber Instructors	Deceased	Milw. State	Barber Shops Total
6/ 1/56	268		97	4,364	3,086	9	44	477	2,336
6/ 1/58	297	72	160	4,275	3,101	9	38	453	2,243
6/ 1/59	340	70	147	4,258	3,101	9	64	470	2,256
6/ 6/60	381	72	127	4,214	3,210	9	68	465	2,261
6/ 1/61	423	73	183	4,193	3,112	13	65	440	2,256
10/15/62	489	71	162	4,172	3,149	17	63	417	2,216
6/ 1/63	461	70	154	4,188	3,251	20	45	417	2,263
6/ 1/65	442	98	210	4,174	3,196	24	55	430	2,267
6/ 1/66	450	94	174	4,174	3,190	27	86	410	2,234
6/ 1/67	358	100	168	4,152	3,246	31	58	400	2,210
6/ 1/68	341	97	219	4,061	3,185	31	49	354	2,102
7/ 1/69	356	96	215	4,023	3,251	37	93	365	2,106
7/ 1/70	289	91	191	4,020	3,095	36	57	358	2,094
7/ 1/71	203	57	187	3,805	3,023	41	72	340	2,047
7/ 1/72	203	56	166	3,698	2,969	37	71	323	1,978

TABLE 29



Annual Income of Master Barber Respondents

<u>Income</u>	<u>Number</u>	<u>Percentage of Respondents</u>
\$2,000-\$2,999	53	6.9%
\$3,000-\$3,999	20	2.6%
\$4,000-\$4,999	16	2.1%
\$5,000-\$5,999	58	7.5%
\$6,000-\$6,999	77	10.0%
\$7,000-\$7,999	121	15.7%
\$8,000-\$8,999	141	18.3%
\$9,000-\$9,999	97	12.6%
\$10,000-\$11,999	134	17.4%
\$12,000 or more	<u>53</u>	6.9%
Total Respondents	770	
No Comment	<u>623</u>	
	1,393	

Annual income statements were made by 770 (55.3%) of the respondents and 623 (44.7%) did not choose to answer the question.

The annual income of the respondents, which is tabulated above, may be summarized in three categories as follows:

<u>Income</u>	<u>Number</u>	<u>Percentage</u>
Below \$7,000	224	29.1%
Between \$7,000 & \$9,999	359	46.6%
Over \$10,000	<u>187</u>	<u>24.3%</u>
	770	100%

On the basis of the information above, one might question the annual incomes of the 623 respondents who did not answer the question. Shall one assume that they are in the lower income brackets and need help from the Vocational, Technical and Adult Schools in order to improve their status? What is the income status of the 2,442 (63.7%) of the Master Barbers who did not respond to the survey? It appears that much more work needs to be done in order to attain an accurate evaluation of the problems of Wisconsin barbers.

SHOP OWNERS

Age of Shop Owner Respondents

<u>Age</u>	<u>Number</u>	<u>Percent</u>
21-29	81	8.7%
30-39	249	26.8%
40-49	228	24.5%
50-59	165	17.8%
60-64	77	8.3%
Over 65	105	11.3%
No Comment	<u>24</u>	<u>2.6%</u>
	929	100%

Size of Barber Shops

With 4,180 licensed barbers in Wisconsin (not including students) and 2,047 barber shops in the state, one might assume that each shop has an average of 2.04 barbers. This, of course, is not true because the survey revealed that 121 Wisconsin Master Barbers live outside of the state. Many are retired or not barbering, so the average is less than two barbers per shop.

The 929 shop owners responding to the survey listed the size of their shops by employees as follows:

<u>Size of Shop</u>	<u>Number</u>	<u>Percentage</u>
1 Chair	390	42.0%
2 Chairs	370	39.8%
3 Chairs	131	14.1%
4 Chairs	31	3.3%
5 Chairs	6	.6%
6 Chairs	<u>1</u>	<u>.1%</u>
	929	99.9%

The barber shop owners responding to the survey listed 670 employees as follows:

	<u>Number</u>	<u>Percent</u>
Full-time barbers	539	80.4%
Part-time barbers	<u>131</u>	<u>19.6%</u>
	670	100%

#### Apprentice Employment

Respondents stated that they employed 403 apprentices during the past six years with 340 of them successfully completing the apprenticeship training. Only 125 of the 929 respondents (13.5%) presently employ apprentices.

At the time of the survey, the 2,047 barber shops in Wisconsin employed 187 apprentices. Thus 9.1% of the shops actually employ apprentices, while 447 (48.1%) of the respondents favored employing apprentices.

Wisconsin barber schools were listed by 539 (58.0%) of the respondents as the place to secure their next apprentice.

#### Years Established in One Location

Respondents listed the period of time that they owned their shops in their present location as follows:

<u>Time</u>	<u>Number</u>	<u>Percentage</u>
Less than one year	64	6.9%
Between 1 & 5 years	262	28.2%
Between 6 & 10 years	203	21.8%
Between 11 & 15 years	141	15.2%
Between 16 & 20 years	90	9.7%
More than 20 years	157	16.9%
No Comment	<u>12</u>	<u>1.3%</u>
	929	100%

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

Barber Section

Statistics

	Apprentice Barbers	Student Barbers	Journeyman Barbers	Master Barbers	Shop Managers	Licensed Barber Instructors	Deceased	Barber Shops		
								Milw. State	Total	
6/ 1/56	268		97	4,364	3,086	9	44	477	1,859	2,336
6/ 1/58	297	72	160	4,275	3,101	9	38	453	1,790	2,243
6/ 1/59	340	70	147	4,258	3,101	9	64	470	1,786	2,256
6/ 6/60	381	72	127	4,214	3,210	9	68	465	1,796	2,261
6/ 1/61	423	73	183	4,193	3,112	13	65	440	1,816	2,256
10/15/62	489	71	162	4,172	3,149	17	63	417	1,799	2,216
6/ 1/63	461	70	154	4,188	3,251	20	45	417	1,846	2,263
6/ 1/65	442	98	210	4,174	3,196	24	55	430	1,837	2,267
6/ 1/66	450	94	174	4,174	3,190	27	86	410	1,824	2,234
6/ 1/67	358	100	168	4,152	3,246	31	58	400	1,810	2,210
6/ 1/68	341	97	219	4,061	3,185	31	49	354	1,748	2,102
7/ 1/69	356	96	215	4,023	3,251	37	93	365	1,741	2,106
7/ 1/70	289	91	191	4,020	3,095	36	57	358	1,736	2,094
7/ 1/71	203	57	187	3,805	3,023	41	72	340	1,707	2,047
7/ 1/72	203	56	166	3,698	2,969	37	71	323	1,655	1,978

TABLE 29

Age of Shop Equipment

<u>Age</u>	<u>Number</u>	<u>Percent</u>
1-4 years	126	13.6%
5-9 years	203	21.9%
10-14 years	193	20.8%
15-19 years	79	8.5%
20-29 years	101	10.9%
More than 30 years	111	11.9%
No Comment	<u>116</u>	<u>12.4%</u>
	929	100%

The need for barbers to renovate or modernize their shops may be evident in the fact that 291 (31.3%) of the 929 respondents own shops with equipment that is more than 15 years old. The percentage is even greater (35.8%) when it is compared with the 813 that listed the age of their barber chairs and workstands.

Barber Shop Hours

<u>Hours per Week</u>	<u>Number of Shops</u>	<u>Percentage</u>
Up to 39 hours	54	5.8%
40-45	143	15.4%
46-49	203	21.9%
50-54	293	31.5%
55-59	114	12.3%
60 or more hours	76	8.2%
No Comment	<u>46</u>	<u>4.9%</u>
	929	100%

From this information one may conclude that the average hourly income of barbers is \$4.00. This is derived from the \$10,000 average income of Master Barbers compared with approximately 2,500 hours of shop work in a year. A shop income of \$20,000 in 2,500 hours would provide an \$8 hourly gross income for the shop. Is this enough?

Annual Shop Income Listed by  
Owners Responding to Survey

\$ 1,000 to \$ 5,999	77	8.3%
\$ 6,000 to \$ 7,999	75	8.1%
\$ 8,000 to \$ 9,999	89	9.6%
\$10,000 to \$11,999	108	11.6%
\$12,000 to \$19,999	87	9.4%
\$20,000 or More	94	10.1%
No Comment	<u>399</u>	43. %

Total 929

2,047 Barber Shops in Wisconsin

A total of 45.4% of Wisconsin Barber Shop Owners participated in the survey, with only 57% of the respondents providing information on the annual income of their shops. The data provided indicates a wide range of income, and none can be considered as being excessive when one includes two- and three-chair shops.

On the basis of today's economic trend of wages and prices, it seems quite obvious that the income of barbers must be improved.

Barber Shop Prices

"Haircuts"

<u>Price</u>	<u>Number</u>	<u>Percent</u>
\$1.00	1	.1%
1.50	10	1.1%
1.75	37	4.0%
2.00	150	16.1%
2.10	1	.1%
2.25	136	14.6%
2.50	208	22.4%
2.60	1	.1%
2.75	284	30.6%
3.00	37	4.0%
3.25	27	2.9%
3.50	3	.3%
No Comment	<u>34</u>	<u>3.7%</u>
	929	100%

The price of regular haircuts was listed by 895 (96.3%) of the shop owners responding to the survey, with the results tabulated above.

When summarizing the 895 responses on haircut prices into three categories, the following results were obtained:

<u>Price</u>	<u>Number</u>	<u>Percent</u>
\$2.00 or less	198	22.1%
Between \$2.10 & \$2.75	630	70.4%
Between \$3.00 & \$3.50	<u>67</u>	<u>7.5%</u>
	895	100%

One may question, from the results above, whether people are correct when they say that haircut prices are "too high." If one assumes that the skilled barber takes 15 minutes to give a haircut, the \$3.00 haircut would provide him with a gross income of \$12.00 per hour. After deducting overhead expenses and nonproductive time, it is likely that the average barber's income may be no greater than that of unskilled workers.



Evaluation of Responses to the  
Wisconsin Barber Instructors' Questionnaire

Forty-one Wisconsin barbers, at the time of the survey, were licensed by the Barber Section of the Wisconsin Department of Health and Social Services as Barber Instructors.

Responses to the questionnaire were submitted by 40 of the above mentioned licensees for a return rate of 97.6%. This indicates a high degree of interest in the study by those licensed to teach future Wisconsin barbers.

Age of Instructors

The age of the licensed instructors ranged from 25 years of age to 68 years of age.

A breakdown of the ages by percentages is as follows:

25-29 - 10%	50-59 - 15%
30-39 - 40%	60-68 - 2.5%
40-49 - 25%	No Response - 7.5%

Fourteen (35%) of the 40 licensed instructors are between 30 and 35 years of age, indicating that there may be no problems in securing instructors in the event of future expansion of barber training in Wisconsin.

Sex and Ethnic Background

Only one black person and one Spanish-speaking person are licensed Wisconsin Barber Instructors, while the balance of 38 persons listed a white ethnic background, and all are males. This data may inspire those who encourage sex and racial equality to attain the qualifications for securing positions as barber instructors, in order to elevate the present status of the business.

**1 PERSON  
(NO COMMENT FROM 3 PEOPLE)**

**TABLE 30**

### Education

All licensed barber instructors in Wisconsin are high school graduates, and 47.5% of them have had college training. Two (5%) of the instructors are college graduates, and 12.5% of them have had three years of college education.

A total of 42.5% of the respondents stated that they are still attending school, and 27.5% (11) of them intend to earn a college degree. An encouraging aspect of this phase of the study is the fact that 15 of the 40 persons (37.5%) stated that they probably intend to earn a college degree.

### Pre-apprenticeship Barber Training

The Wisconsin Vocational, Technical and Adult Education System has provided training for 82.5% of the licensed instructors in the state, while the balance of those licensed were trained in Minneapolis, Minnesota; Rockford, Illinois; Peoria, Illinois; Denver, Colorado; and Kansas City, Missouri.

### Barber Teaching Status

Barber training programs in the Wisconsin Vocational, Technical and Adult System are conducted by 12 full-time barber instructors, or 30% of those licensed in Wisconsin.

Only three (10.7%) of the group not now teaching have no intention of teaching barbering, while 12 of the 28 persons (42.9%) hope to teach barbering in the future. This information again reinforces the fact that barber instructors are, or will be, available in the event that more barbers are to be trained in the future.

### Attitude Toward Private Barber Schools

Fifteen percent (6) of the 40 licensed barber instructors stated that they are in favor of private barber schools, while 77.5% expressed their opposition. Two persons did not answer the question, and one was not sure whether he favored or opposed private barber schools in Wisconsin.

With 77.5% of the licensed barber instructors opposed to private barber school operations in Wisconsin, it appears that the Wisconsin Vocational, Technical and Adult System has the responsibility of providing adequate training to barbers in order to meet the grooming needs of the men of Wisconsin.

Opinion on the Need for  
More Barbers in Wisconsin

Only 22.5% of the Wisconsin licensed barber instructors believe that more barbers are needed in Wisconsin, and 17.5% did not know or did not comment on the question. Thus, 60% (24) of the 40 instructors responding to the questionnaire are of the opinion that the state has an adequate number of barbers.

Does this then imply that Wisconsin should permit the continuing decline in the number of barbers while the population of the state is increasing at a rate of approximately 2% each year?

Need for More Training in  
Specialized Barbering Skills

A total of 35 (87.5%) of the 40 barber instructors believe that barbers need additional training in the specialized barbering skills. On the basis of this opinion, it may be well for the Wisconsin Vocational, Technical and Adult System to promote more evening trade extension classes so that the practicing barbers may learn the necessary specialized skills.

Willingness of Instructors to  
Teach Specialized Courses on an  
Evening Part-time Basis

Barber instructors participating in the survey indicated their concern for more specialized training by expressing willingness to teach evening classes. A total of 31 (77.5%) stated that they would be willing to teach evening classes.

The courses that the respondents expressed a willingness to teach are as follows:

Salesmanship - 23	57.5%
Business Management - 23	
Hair Conditioning - 21	52.5%
Facials - 19	
Shaving - 19	
Beard and Mustache Trimming and Styling - 19	47.5%
Scalp Treatments - 18	
Hair Coloring - 18	45%
Hair Styling - 17	
Hair Relaxing - 17	42.5%
Hair Pieces - 11	27.5%

The modesty of the barber instructors regarding their qualifications in teaching specialized skills was surprisingly evident when the highest percentage (57.5%) expressed willingness to teach Business Management and Salesmanship courses. Smaller percentages offered to teach courses in Hair Coloring, Hair Styling, and Hair Pieces.

#### Opinions on the Need for Additional Barber Schools in Wisconsin

The barber instructors' opinion that Wisconsin has an adequate number of barbers was again verified when 27 of the instructors (67.5%) stated that there is no need for additional barber schools in Wisconsin. Those who expressed opinions on the need for more barber schools in Wisconsin (17.5%) were divided between the south and central parts of the state needing an additional school.

#### Opinion on Barber Instructors' Salaries

Ninety-five percent of the Wisconsin barber instructors participating in the survey willingly stated their opinions on the annual salaries of barber instructors as follows:

\$5,000 to \$9,000	4	10%
\$10,000 to \$14,000	22	55%
\$15,000 to \$19,000	11	27.5%
More than \$20,000	1	2.5%
No Comment	2	5%

Validity of the Wisconsin State  
Barber Instructor Examination

Divided opinions were shown on the question that asked whether the state barber instructor examination adequately determined a barber's qualifications for teaching barbers. Results of the question are as follows:

Yes	16	40%
No	17	42.5%
Don't Know	5	12.5%
No Comment	2	5%
Total	40	

This nearly-split response to the question may indicate that more qualified individuals should probably be consulted on the determination of a barber's ability to do a good job of teaching barber students in specialized skills.

Summary

Barber instructors and those licensed to teach barbering in Wisconsin show interest and concern for the future of barbering and are willing to help improve the barber's status.

Licensed instructors are available for possible future job openings, and their annual salary demands do not appear to be unreasonable.

The majority of those participating in this study are of the opinion that the Wisconsin Vocational, Technical and Adult System should continue to assume the responsibility of training new barbers and retraining practicing barbers in the new specialized skills.

Belief in the value of advanced education on the part of the barbering instructors is evident in the fact that many of them are still taking college courses and intend to earn a college degree.

Despite the fact that a number of the barber instructors are of the opinion that Wisconsin does not need more barbers and that they are opposed to the establishment of more barber schools in Wisconsin, the evaluator of this survey expresses an opposing view. With the promotion of advanced training for practicing barbers and instruction in business practices and salesmanship, the "good grooming" idea will be accepted by the public and result in a greater demand for many more barbers.

V - SUMMARY

Wisconsin barbers enjoy their work, have low incomes, and have shops that are generally in need of updating and modernization.

Many licensed barbers are employed in other fields of work and 32.7% of the Master Barbers are more than 60 years of age.

Need for specialized training to update skills was strongly emphasized by the participants of the survey. Indications were to attain skills comparable to cosmetologists and to provide full service to the public.

Confidence of the barber training in the Wisconsin Vocational, Technical and Adult Schools is evident, and requests show that further help from the schools is desired.



## VI - RECOMMENDATIONS

Career education is one of the primary objectives of the Wisconsin Vocational, Technical and Adult Schools. Young people today are demanding skill training that will result in employment. Barbering has proven to be a successful skill training program in the Wisconsin Vocational Schools for many years and now the "Survey and Analysis of Barbering" indicates the need for the following recommendations:

1. Expand the barber training facilities in the Wisconsin Vocational, Technical and Adult Schools so that at least 150 students are trained annually. This will prevent a further decline in the number of barbers while the population of the state is increasing. (See last paragraph on page 15. "Barbering in Wisconsin 1954.")
2. Provide a variety of "Trade Extension" programs for all practicing barbers in Wisconsin in order to help them gain the new specialized skills needed to succeed in the barber business today. The Wisconsin Vocational, Technical and Adult Schools should provide evening courses in Salesmanship, Marketing, Psychology, Public Relations, and Merchandising for barbers, in addition to the courses in specialized skills.
3. Provide for further study of Barbering in Wisconsin, in order to reach and help those who did not participate in the survey. Informal personal visits and instruction as well as promotion of enrollment in the specialized courses will help to revitalize barbering in Wisconsin. Employment of more apprentice barbers is likely to increase from this work.
4. With Barbering and Cosmetology having evolved to nearly identical skills and technology, it is recommended that a more detailed study be made of the two professions in order to determine the feasibility of consolidating related instruction and/or practical training in the specialized skills. This study may lead to the possibility of combining the two under one licensing agency.
5. Change the barber curriculum in the state in order to provide for substantially more practical training. To date, shop training time has not been increased in the full-time schools, yet more training is demanded in the specialized skills in addition to the basic haircutting and shaving skills. This is in accordance with recommendations of barbers participating in the survey.
6. The final recommendation is to employ a full-time barber training coordinator in the state to work with all barbers, (Students, Apprentices, Journeymen, Masters and Shop Owners), all schools teaching Barbering, the barber section of the Wisconsin Department of Health and Social Services, the Wisconsin Department of Industry, Labor and Human Relations, Advisory Committees, and the public. This coordination position would assist in establishing unified training of barbers in the state, inform all schools and instructors of

advancements being made by the different schools and to assist in placing student and apprentice barbers in suitable jobs. An important phase of the coordination position would be to maintain records on the status of all barber school graduates and apprentices in order to promote the advancement of barbering in Wisconsin.

Three state agencies are currently responsible for barbers and barber training, namely; the Barber Section of the Wisconsin Department of Health and Social Services, the Wisconsin Department of Industry, Labor and Human Relations, and the Wisconsin Vocational, Technical and Adult Schools. Now effective gains and progress may be made for barbers if a full-time barber coordinator were assigned to work with representatives from the other two agencies. Education is the backbone of progress.

State of Wisconsin  
Student Barber Questionnaire

Place a check on the line after your choice of answers to the following questions.

1. Name of barber school that you are attending.
 

Eau Claire	1.	_____
Green Bay	2.	_____
Madison	3.	_____
Milwaukee	4.	_____
2. What is your age? \_\_\_\_\_
3. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
4. What is your ethnic background?
 

Black	1.	_____
Indian American	2.	_____
Oriental American	3.	_____
Spanish Speaking	4.	_____
White	5.	_____
Other	6.	_____
5. Education (Check highest grade completed)
 

Grade School 8	1.	_____
High School 9	2.	_____
10	3.	_____
11	4.	_____
12	5.	_____
College 1	6.	_____
2	7.	_____
3	8.	_____
College Graduate	9.	_____
6. How do you rate the training that you are receiving in the barber school?
 

More Than Adequate	1.	_____
Adequate	2.	_____
Less Than Adequate	3.	_____
7. When did you start your barber school training?
 

Fall - Aug.-Sept.	1.	_____
Winter - Jan.-Feb.	2.	_____
Other	_____	_____
8. Do you enjoy doing barber work?
 

Very Much	1.	_____
Much	2.	_____
Some	3.	_____
Not At All	4.	_____
9. If not at all, what is your reason for not enjoying it?
 

Work is too difficult	1.	_____
Studies are too technical	2.	_____
Work is too strenuous	3.	_____
Other reasons	_____	_____
10. Do you presently intend to continue with barbering as a lifetime career?
 

Yes	1.	_____
No	2.	_____
Don't know	3.	_____

(Continued on other side)

11. What do you believe is a fair price for a haircut on the basis of today's economy?

Less than \$1.50	1. _____
Between \$1.50 and \$2.00	2. _____
Between \$2.25 and \$3.00	3. _____
More than \$3.00	4. _____

12. What do you expect to earn per week as an apprentice barber after you graduate?

Less than \$80.00	1. _____
Between \$80.00 and \$89.00	2. _____
Between \$90.00 and \$99.00	3. _____
Between \$100.00 and \$109.00	4. _____
Between \$110.00 and \$119.00	5. _____
More than \$119.00	6. _____

13. What do you believe will help to improve barber shop patronage and service? List in order of importance - 1 - 2 - 3, etc.

Offer more specialized services	_____
Modernize barber shops	_____
Train more barbers	_____
Change shop hours	_____
Change service prices	_____
Other suggestions	_____

14. Do you believe that more than one apprentice should be permitted to work in a barber shop?

Yes	_____
No	_____

15. What do you suggest be done to improve barber training? Check one.

Increase training time	1. _____
Provide more related instruction	2. _____
Offer more practical training	3. _____
Other comments	_____

16. From the following list, check those subjects that you believe may not be needed in the barber training program.

Anatomy and Physiology	_____	Shaving	_____
Bookkeeping	_____	Honing and Stropping	_____
Chemistry	_____	Facials	_____
Skin Diseases	_____	Scalp Treatments	_____
Salesmanship	_____	Bacteriology	_____
Light Therapy	_____	Hair Singeing	_____
Others	_____		

17. Do you recommend that young men and women choose barbering as a career?

Yes	_____
No	_____

18. Do you believe that barbers and cosmetologists should be permitted to work in the same hairstyling shop or salon?

Yes \_\_\_\_\_  
No \_\_\_\_\_

19. Do you believe that barbers and cosmetologists should have a unified training program, and both have a standard license permitting them to serve both men and women?

Yes \_\_\_\_\_  
No \_\_\_\_\_

20. The Wisconsin Barber Law may be changed. Check your opinions on the following possible changes.

a. Full-time Barber School Training	More time	1. _____
	Less time	2. _____
	No change	3. _____
b. Apprentice training period	More time	1. _____
	Less time	2. _____
	No change	3. _____
c. Educational requirements	Higher	1. _____
	Lower	2. _____
	No change	3. _____
d. Licensing standards	Higher	1. _____
	Lower	2. _____
	No change	3. _____
e. Sanitary standards of shops	Higher	1. _____
	Lower	2. _____
	No change	3. _____
f. Penalties for violations	Higher	1. _____
	Lower	2. _____
	No change	3. _____
g. License fees	Higher	1. _____
	Lower	2. _____
	No change	3. _____

Other suggestions or changes in the law: \_\_\_\_\_

21. Do you believe that the status of Wisconsin barbers may be upgraded by providing them with more training and practice in hair styling, hair coloring, hair relaxing or straightening, hair conditioning and women's haircutting, shaping and styling?

Yes \_\_\_\_\_  
No \_\_\_\_\_

(Continued on other side)

Student Barber Questionnaire

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Additional comments that may be important to the survey.

Please complete questionnaire and return to Marvin W. Vircks on or before May 10, 1972.

APPRENTICE BARBER QUESTIONNAIRE

1. What is your age? \_\_\_\_\_ 2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
3. What is your ethnic background?
- |                   |    |       |
|-------------------|----|-------|
| Black             | 1. | _____ |
| Indian American   | 2. | _____ |
| Oriental American | 3. | _____ |
| Spanish Speaking  | 4. | _____ |
| White             | 5. | _____ |
| Other             | 6. | _____ |
4. Education. Check highest grade completed.
- |                   |    |       |
|-------------------|----|-------|
| 8                 | 1. | _____ |
| 9                 | 2. | _____ |
| 10                | 3. | _____ |
| 11                | 4. | _____ |
| High School Grad. | 5. | _____ |
| College - 1 year  | 6. | _____ |
| 2                 | 7. | _____ |
| 3                 | 8. | _____ |
| College Graduate  | 9. | _____ |
5. Did you attend a barber school or college before being indentured as an apprentice? Yes \_\_\_\_\_ No \_\_\_\_\_
6. If your answer to question 5 is "Yes," give:
- Name of School \_\_\_\_\_
- Address of School \_\_\_\_\_
- City \_\_\_\_\_ State \_\_\_\_\_
- Number of months in barber school \_\_\_\_\_
7. Did you graduate from barber school? Yes \_\_\_\_\_ No \_\_\_\_\_
8. How do you rate the training that you received in the barber school?
- |                    |    |       |
|--------------------|----|-------|
| More than adequate | 1. | _____ |
| Adequate           | 2. | _____ |
| Less than adequate | 3. | _____ |
9. After completing your apprenticeship, do you intend to continue in school for further education? Yes \_\_\_\_\_ No \_\_\_\_\_
10. Do you eventually expect to earn a college degree? Yes \_\_\_\_\_ No \_\_\_\_\_
11. When were you indentured as an apprentice barber? \_\_\_\_\_
12. Do you enjoy doing barber work? Very much 1. \_\_\_\_\_
- |            |    |       |
|------------|----|-------|
| Much       | 2. | _____ |
| Some       | 3. | _____ |
| Not at all | 4. | _____ |
13. If your answer to question 12 is "Not at all," what is your reason for not enjoying it? (Check one)
- |                           |    |       |
|---------------------------|----|-------|
| Work is too difficult     | 1. | _____ |
| Studies are too technical | 2. | _____ |
| Work is too strenuous     | 3. | _____ |
| Too many hours on the job | 4. | _____ |
| Other reasons:            | 5. | _____ |

(Continued on other side)

# Apprentice Barber Questionnaire

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14. Do you presently intend to continue with barbering as a lifetime career? Yes ☐ No ☐

15. Are you satisfied with your income as an apprentice? Yes ☐ No ☐

16. What do you believe is a fair price for a haircut on the basis of today's economy?

Less than \$1.50	1. <input type="checkbox"/>
Between \$1.50 and \$2.00	2. <input type="checkbox"/>
Between \$2.25 and \$3.00	3. <input type="checkbox"/>
More than \$3.00	4. <input type="checkbox"/>

17. What is your annual income as an apprentice barber? \$

18. In your opinion, what is the average weekly gross income of a Wisconsin Apprentice barber?

Less than \$80	1. <input type="checkbox"/>
Between \$80 and \$89	2. <input type="checkbox"/>
Between \$90 and \$99	3. <input type="checkbox"/>
Between \$100 and \$109	4. <input type="checkbox"/>
Between \$110 and \$119	5. <input type="checkbox"/>
More than \$119	6. <input type="checkbox"/>

19. Do you intend to own your own barber shop in the future? Yes ☐ No ☐

20. How often does the average patron visit your shop for service?

Every two weeks or less	1. <input type="checkbox"/>
From two to four weeks	2. <input type="checkbox"/>
From four to eight weeks	3. <input type="checkbox"/>
Less than six times a year	4. <input type="checkbox"/>

21. What do you believe will help to improve barber shop patronage and service?

List in order of importance, 1, 2, 3, etc.	Offer more specialized services	<input type="checkbox"/>
	Modernize barber shops	<input type="checkbox"/>
	Train more barbers	<input type="checkbox"/>
	Change shop hours	<input type="checkbox"/>
	Change service prices	<input type="checkbox"/>
	Other suggestions:	<input type="text"/>

22. Do you believe that more than one apprentice should be permitted in a barber shop? Yes ☐ No ☐

23. What do you suggest may be done to improve barber training? (Check one)

Increase training time	1. <input type="checkbox"/>
Provide more related instruction	2. <input type="checkbox"/>
Offer more practical training	3. <input type="checkbox"/>
Other comments:	4. <input type="text"/>



24. From the following list, check those subjects that you believe may not be needed in the barber training program.

Anatomy and Physiology _____	Shaving _____
Bookkeeping _____	Honing and Stropping _____
Chemistry _____	Facials _____
Skin Diseases _____	Scalp Treatments _____
Salesmanship _____	Bacteriology _____
Light Therapy _____	Hair Singeing _____
Others: _____	

25. Do you recommend that young men and women choose barbering as a career? Yes \_\_\_\_\_  
No \_\_\_\_\_
26. Do you believe that barbers and cosmetologists should be permitted to work in the same hairstyling shop or salon? Yes \_\_\_\_\_  
No \_\_\_\_\_
27. Do you believe that barbers and cosmetologists should have a unified training program, and both have a standard license permitting them to serve both men and women? Yes \_\_\_\_\_  
No \_\_\_\_\_
28. The Wisconsin Barber Law may be changed. Check your opinions on the following possible changes.

a. Full-time Barber School training	More time	1. _____
	Less time	2. _____
	No change	3. _____
b. Apprenticeship training period	More time	1. _____
	Less time	2. _____
	No change	3. _____
c. Educational requirements	Higher	1. _____
	Lower	2. _____
	No change	3. _____
d. Licensing standards	Higher	1. _____
	Lower	2. _____
	No change	3. _____
e. Sanitary standards of shops	Higher	1. _____
	Lower	2. _____
	No change	3. _____
f. Penalties for violations	Higher	1. _____
	Lower	2. _____
	No change	3. _____
g. License fees	Higher	1. _____
	Lower	2. _____
	No change	3. _____

Other suggestions on changes in the law. \_\_\_\_\_

(Continued on other side)

29. If the Wisconsin Vocational, Technical and Adult Schools in your area offered advanced training classes or seminars on an evening basis for barbers, check the courses that you would be interested in attending.

Hairstyling _____	Scalp Treatments _____
Facials _____	Shaving _____
Hair coloring _____	Hairpieces _____
Hair Relaxing _____	Hair Conditioning _____
Salesmanship _____	Beard and Mustache Trimming _____
Business Management _____	and Styling _____
Other Courses _____	

30. Do you believe that the status of Wisconsin barbers may be upgraded by providing them with more training and practice in hairstyling, hair coloring, hair relaxing or straightening, hair conditioning, and women's haircutting and styling?

Yes \_\_\_\_\_  
No \_\_\_\_\_

31. Additional comments that may be important to the survey.

Please complete the questionnaire and return to Marvin W. Vircks on or before May 10, 1972.

JOURNEYMAN BARBER QUESTIONNAIRE

1. What is your age? \_\_\_\_\_
2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
3. What is your ethnic background?
 

Black	1.	_____
Indian American	2.	_____
Oriental American	3.	_____
Spanish Speaking	4.	_____
White	5.	_____
Other	6.	_____
4. Education. Check highest grade completed.
 

8	1.	_____
9	2.	_____
10	3.	_____
11	4.	_____
High School Grad.	5.	_____
College - 1 year	6.	_____
2	7.	_____
3	8.	_____
College Graduate	9.	_____
5. Did you attend a full-time barber school or college? Yes \_\_\_\_\_  
No \_\_\_\_\_
6. If your answer to question 5 is "Yes," give:
 

Name of School	_____
Address of School	_____
City	_____ State _____
7. Did you graduate from barber school? Yes \_\_\_\_\_  
No \_\_\_\_\_
8. How do you rate the training that you received in the barber school?
 

More than adequate	1.	_____
Adequate	2.	_____
Less than adequate	3.	_____
9. Did you receive your apprenticeship training in Wisconsin: Yes \_\_\_\_\_  
No \_\_\_\_\_
10. If your answer to question 9 is "No," where did you receive your barber training? City \_\_\_\_\_ State \_\_\_\_\_
11. When did you receive your first Journeyman Barber license?  
Month \_\_\_\_\_ Year \_\_\_\_\_
12. What is your status as a Journeyman Barber? (Check one)
 

Barbering full time	1.	_____
Barbering part time	2.	_____
Not barbering at present	3.	_____
13. If not barbering, please give reason. \_\_\_\_\_
14. If not barbering, what is your present occupation? \_\_\_\_\_

15. If not presently barbering, are you interested in barbering full time in the future? Yes ☐ No ☐
16. What do you believe is a fair price for a haircut on the basis of today's economy? \$
17. What is your annual income as a Journeyman Barber? \$
18. In your opinion, what is the average Journeyman Barber's weekly salary? \$
19. Do you intend to own your own barber shop in the future? Yes ☐ No ☐
20. How often does the average patron visit your shop for service?
- |                            |                             |
|----------------------------|-----------------------------|
| Every two weeks or less    | 1. <input type="checkbox"/> |
| From two to four weeks     | 2. <input type="checkbox"/> |
| From four to eight weeks   | 3. <input type="checkbox"/> |
| Less than six times a year | 4. <input type="checkbox"/> |
21. What do you believe will help to improve barber shop patronage and service?
- |   |                                 |                      |
|---|---------------------------------|----------------------|
| List in order of importance,<br>1, 2, 3, etc. | Offer more specialized services | <input type="text"/> |
|   | Modernize barber shops          | <input type="text"/> |
|   | Train more barbers              | <input type="text"/> |
|   | Change shop hours               | <input type="text"/> |
|   | Change service prices           | <input type="text"/> |
| Other suggestions:                            |                                 | <input type="text"/> |
22. Do you believe that more than one apprentice should be permitted to work in a barber shop? Yes ☐ No ☐
23. What do you suggest may be done to improve barber training? (Check one)
- |                                  |                             |
|----------------------------------|-----------------------------|
| Increase training time           | 1. <input type="checkbox"/> |
| Provide more related instruction | 2. <input type="checkbox"/> |
| Offer more practical training    | 3. <input type="checkbox"/> |
| Other comments:                  | 4. <input type="text"/>     |
24. From the following list, check those subjects that you believe may not be needed in the barber training program.
- |   |   |
|---|---|
| Anatomy and Physiology <input type="checkbox"/> | Shaving <input type="checkbox"/>              |
| Bookkeeping <input type="checkbox"/>            | Honing and Stropping <input type="checkbox"/> |
| Chemistry <input type="checkbox"/>              | Facials <input type="checkbox"/>              |
| Skin Diseases <input type="checkbox"/>          | Scalp Treatments <input type="checkbox"/>     |
| Salesmanship <input type="checkbox"/>           | Bacteriology <input type="checkbox"/>         |
| Light Therapy <input type="checkbox"/>          | Hair Singeing <input type="checkbox"/>        |
| Others: <input type="text"/>                    |   |
25. Do you recommend that young men and women choose barbering as a career? Yes ☐ No ☐

26. Do you believe that barbers and cosmetologists should be permitted by law to work in the same hairstyling shop or salon?

Yes \_\_\_\_\_  
No \_\_\_\_\_

27. Do you believe that barbers and cosmetologists should have a unified training program, and both have a standard license permitting them to serve both men and women?

Yes \_\_\_\_\_  
No \_\_\_\_\_

28. The Wisconsin Barber Law may be changed. Check your opinions on the following possible changes.

a. Full-time Barber School training	More time	1. _____
	Less time	2. _____
	No change	3. _____
b. Apprentice training period	More time	1. _____
	Less time	2. _____
	No change	3. _____
c. Educational requirements	Higher	1. _____
	Lower	2. _____
	No change	3. _____
d. Licensing standards	Higher	1. _____
	Lower	2. _____
	No change	3. _____
e. Sanitary standards of shops	Higher	1. _____
	Lower	2. _____
	No change	3. _____
f. Penalties for violations	Higher	1. _____
	Lower	2. _____
	No change	3. _____
g. License fees	Higher	1. _____
	Lower	2. _____
	No change	3. _____

Other suggestions on changes in the law. \_\_\_\_\_

29. If the Wisconsin Vocational, Technical and Adult Schools in your area offered advanced training classes or seminars, on an evening basis, for barbers, check the courses that you would be interested in attending.

Hairstyling _____	Scalp Treatments _____
Facials _____	Shaving _____
Hair Coloring _____	Hairpieces _____
Hair Relaxing _____	Hair Conditioning _____
Salesmanship _____	Beard and Mustache Trimming _____
Business Management _____	and Styling _____
Other courses: _____	

30. Do you believe that the status of Wisconsin barbers may be upgraded by providing them with more training and practice in hair styling, hair coloring, hair relaxing or straightening, hair conditioning, and women's haircutting and styling:

Yes \_\_\_\_\_  
No \_\_\_\_\_

(Continued on other side)

31. Additional comments that may be important to the survey.

Please complete the questionnaire and return to Marvin W. Vircks on or before May 10, 1972.

State of Wisconsin  
Master Barber Questionnaire

-83-

Place a check on the line after your choice of answers to the following questions.

1. What is your age? \_\_\_\_\_ 2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

3. What is your ethnic background?

Black	1.	_____
Indian American	2.	_____
Oriental American	3.	_____
Spanish Speaking	4.	_____
White	5.	_____
Other	6.	_____

4. Education (Check One) Grade Completed

Less than 8th grade	1.	_____
High School 9	2.	_____
10	3.	_____
11	4.	_____
High School Graduate	5.	_____
College 1	6.	_____
2	7.	_____
3	8.	_____
College Graduate	9.	_____

5. Did you attend a full-time barber school or college?

Yes \_\_\_\_\_  
No \_\_\_\_\_

6. If your answer to question 5 is "Yes," give:

Name of School \_\_\_\_\_

Address of School \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

7. Did you graduate from barber school?

Yes \_\_\_\_\_  
No \_\_\_\_\_

8. How do you rate the training that you received in the barber school?

More than adequate	1.	_____
Adequate	2.	_____
Less than adequate	3.	_____

9. Did you receive your apprenticeship training in Wisconsin?

Yes \_\_\_\_\_  
No \_\_\_\_\_

10. If your answer to question 9 is "No," where did you receive your barber training?

City \_\_\_\_\_ State \_\_\_\_\_

(Continued on other side)

11. How many years have you been licensed as a Master Barber?

- |                         |          |
|-------------------------|----------|
| Less than 5 years       | 1. _____ |
| Between 5 and 9 years   | 2. _____ |
| Between 10 and 19 years | 3. _____ |
| Between 20 and 29 years | 4. _____ |
| Between 30 and 39 years | 5. _____ |
| Between 40 and 49 years | 6. _____ |
| Fifty years or more     | 7. _____ |

12. What is your status as a barber? (Check one)

- |                            |          |
|----------------------------|----------|
| Barbering full time        | 1. _____ |
| Barbering part time        | 2. _____ |
| Licensed but not barbering | 3. _____ |

13. If not barbering, please give reason. \_\_\_\_\_

14. If not barbering, what is your present occupation? \_\_\_\_\_

15. If not presently barbering, are you interested in barbering full time in the future?

Yes \_\_\_\_\_  
No \_\_\_\_\_

16. What do you believe is a fair price for a haircut on the basis of today's economy?

- |                           |          |
|---------------------------|----------|
| Less than \$1.50          | 1. _____ |
| Between \$1.50 and \$2.00 | 2. _____ |
| Between \$2.25 and \$3.00 | 3. _____ |
| More than \$3.00          | 4. _____ |

17. What is your annual income as a Master Barber? \$ \_\_\_\_\_

18. In your opinion what is the average Master Barbers weekly salary?

\$ \_\_\_\_\_

19. If you do not own a barber shop now, do you intend to own one in the future?

Yes \_\_\_\_\_  
No \_\_\_\_\_

20. How often does the average patron visit your shop for service?

- |                            |          |
|----------------------------|----------|
| Every two weeks or less    | 1. _____ |
| From two to four weeks     | 2. _____ |
| From four to eight weeks   | 3. _____ |
| Less than six times a year | 4. _____ |



1. What do you believe will help to improve barber shop patronage or service?  
List in order of importance - 1 - 2 - 3, etc.

Offer more specialized services \_\_\_\_\_  
Modernize barber shops \_\_\_\_\_  
Train more barbers \_\_\_\_\_  
Change shop hours \_\_\_\_\_  
Change service prices \_\_\_\_\_  
Other suggestions \_\_\_\_\_

2. Do you believe that more than one apprentice should be permitted to work in a barber shop?

Yes \_\_\_\_\_  
No \_\_\_\_\_

3. What do you suggest may be done to improve barber training? Check one.

Increase training time 1. \_\_\_\_\_  
Provide more related instruction 2. \_\_\_\_\_  
Offer more practical training 3. \_\_\_\_\_  
Other comments \_\_\_\_\_

4. From the following list, check those subjects that you believe may not be needed in the barber training program.

Anatomy and Physiology	_____	Shaving	_____
Bookkeeping	_____	Honing and Stropping	_____
Chemistry	_____	Facials	_____
Skin Diseases	_____	Scalp Treatments	_____
Salesmanship	_____	Bacteriology	_____
Light Therapy	_____	Hair Singeing	_____
Others	_____		

5. Do you recommend that young men and women choose barbering as a career?

Yes \_\_\_\_\_  
No \_\_\_\_\_

6. Do you believe that barbers and cosmetologists should be permitted by law to work in the same hairstyling shop or salon?

Yes \_\_\_\_\_  
No \_\_\_\_\_

7. Do you believe that barbers and cosmetologists should have a unified training program, and both have a standard license permitting them to serve both men and women?

Yes \_\_\_\_\_  
No \_\_\_\_\_

(Continued on other side)

28. The Wisconsin Barber Law may be changed. Check your opinions on the following possible changes.

- |                                     |           |          |
|-------------------------------------|-----------|----------|
| a. Full-time Barber School Training | More time | 1. _____ |
|                                     | Less time | 2. _____ |
|                                     | No change | 3. _____ |
| b. Apprentice training period       | More time | 1. _____ |
|                                     | Less time | 2. _____ |
|                                     | No change | 3. _____ |
| c. Educational requirements         | Higher    | 1. _____ |
|                                     | Lower     | 2. _____ |
|                                     | No change | 3. _____ |
| d. Licensing standards              | Higher    | 1. _____ |
|                                     | Lower     | 2. _____ |
|                                     | No change | 3. _____ |
| e. Sanitary standards of shops      | Higher    | 1. _____ |
|                                     | Lower     | 2. _____ |
|                                     | No change | 3. _____ |
| f. Penalties for violations         | Higher    | 1. _____ |
|                                     | Lower     | 2. _____ |
|                                     | No change | 3. _____ |
| g. License fees                     | Higher    | 1. _____ |
|                                     | Lower     | 2. _____ |
|                                     | No change | 3. _____ |

Other suggestions or changes in the law: \_\_\_\_\_

29. If the Wisconsin Vocational, Technical and Adult Schools in your area offered advanced training classes or seminars, on an evening basis, for barbers, check the courses that you would be interested in attending.

Hair styling	_____	Scalp Treatments	_____
Facials	_____	Shaving	_____
Hair coloring	_____	Hair pieces	_____
Hair relaxing	_____	Hair conditioning	_____
Salesmanship	_____	Beard and Mustache Trimming	_____
Business Management	_____	and Styling	_____
Other courses:	_____		

30. Are you a self-employed barber who rents a chair from a barber shop? Yes \_\_\_\_\_  
No \_\_\_\_\_

31. Do you believe that the status of Wisconsin barbers may be upgraded by providing them with more training and practice in hair styling, hair coloring, hair relaxing or straightening, hair conditioning, and women's hair cutting and styling?

Yes \_\_\_\_\_  
No \_\_\_\_\_

Additional comments that may be important to the survey may be put on an additional page.

Please complete questionnaire and return to Marvin W. Vircks on or before May 10, 1972.

State of Wisconsin  
Barber Shop Owner Questionnaire

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Only one "Owner Questionnaire" is to be submitted for each shop. If you own more than one shop, please submit a separate questionnaire for each shop. Please list all names, if more than one person owns the shop.

1. Name or names of shop owners. \_\_\_\_\_

2. Name of Barber Shop \_\_\_\_\_

3. Shop address: Street \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_

4. What is your age and the age of other owners of your shop? \_\_\_\_\_

5. What is your ethnic background?	Black	1.	_____
	Indian American	2.	_____
	Oriental American	3.	_____
	Spanish Speaking	4.	_____
	White	5.	_____
	Other	6.	_____

6. How many barbers are employed in your shop?	Full Time	_____
	Part Time	_____

7. How many apprentices have you employed during the past six years? \_\_\_\_\_

Of the above, how many were:

a. Wisconsin school graduates?	1.	_____
b. Out of state school graduates?	2.	_____
c. With previous training but not graduates?	3.	_____
d. Without previous training?	4.	_____

8. How many of the above-mentioned apprentices have completed training? \_\_\_\_\_

9. Do you now employ an apprentice barber in your shop? \_\_\_\_\_

Yes	_____
No	_____

10. Are you in favor of employing and training an apprentice barber in your shop?

Yes	_____
No	_____

(Continued on other side)

Barber Shop Owner Questionnaire

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11. Where will you go to secure your next apprentice?

- |   |    |       |
|---|----|-------|
| Wisconsin barber school                     | 1. | _____ |
| Out of state school                         | 2. | _____ |
| An acquaintance without previous experience | 3. | _____ |

12. When selecting a prospective apprentice barber, what quality in your opinion is most important?

Check One

- |                       |    |       |
|-----------------------|----|-------|
| Good work skills      | 1. | _____ |
| Pleasing personality  | 2. | _____ |
| Sincerity and honesty | 3. | _____ |
| Dependability         | 4. | _____ |
| Neat appearance       | 5. | _____ |
| Willingness to learn  | 6. | _____ |

13. In your opinion, are the barber schools of Wisconsin providing an adequate supply of potential apprentices?

Yes \_\_\_\_\_  
No \_\_\_\_\_

14. If your answer is "No" to the above question 13, should there be more barber schools established?

Yes \_\_\_\_\_  
No \_\_\_\_\_

15. Do you recommend that young men and women choose barbering as a career?

Yes \_\_\_\_\_  
No \_\_\_\_\_

16. How long have you owned a shop in your present location?

- |                         |    |       |
|-------------------------|----|-------|
| Less than one year      | 1. | _____ |
| Between 1 and 5 years   | 2. | _____ |
| Between 6 and 10 years  | 3. | _____ |
| Between 11 and 15 years | 4. | _____ |
| Between 16 and 20 years | 5. | _____ |
| More than 20 years      | 6. | _____ |

17. How many barber chairs do you have in your shop?

\_\_\_\_\_

18. How old are the barber chairs and workstands in your shop?

\_\_\_\_\_ Years

19. Are you interested in selling your barber shop?

Yes \_\_\_\_\_  
No \_\_\_\_\_

Barber Shop Owner Questionnaire

-89-

20. If your answer to 19 is "Yes", what is the approximate market value of the shop?

\$ \_\_\_\_\_

21. What commission do you pay your employees?

Less than 60%	1. _____
65%	2. _____
70%	3. _____
75%	4. _____
80%	5. _____
More than 80%	6. _____

22. Do you pay your employees a commission on retail merchandise sales?

Yes \_\_\_\_\_  
No \_\_\_\_\_

23. What is your shop price for a regular haircut? \$ \_\_\_\_\_

24. What is your annual shop income? \$ \_\_\_\_\_

25. In your opinion, what is the average annual income of a barber shop owner?  
\$ \_\_\_\_\_

26. What do you suggest to improve the preapprentice full-time barber training?

Provide more shop training	1. _____
Provide more related training	2. _____

27. Do you offer appointments to patrons in your shop?

Yes \_\_\_\_\_  
No \_\_\_\_\_

28. How many hours is your shop open each week? \_\_\_\_\_

29. Do you have evening shop hours?

Yes \_\_\_\_\_  
No \_\_\_\_\_

30. Do you rent chairs to barbers in your shop instead of placing them on your payroll?

Yes \_\_\_\_\_  
No \_\_\_\_\_

Additional comments that may be important to the survey:

\_\_\_\_\_  
\_\_\_\_\_

(Continued on other side)

Barber Shop Owner Questionnaire

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Shop Owners Note: Please complete the "Master Barber" questionnaire in addition to this "Shop Owner" questionnaire.

Please complete questionnaire and return to Marvin W. Vircks on or before May 10, 1972.

# UNITED BARBERS OF WISCONSIN, INC.

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"IN UNITY THERE IS STRENGTH"

Price Free

Oct., Nov., Dec., 1972

Milwaukee, Wis.

Circulation Over 2,100

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Survey

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"Dilemma"

Barber's  
Big

## A MEANINGFUL SURVEY INTO THE PRESENT DILEMMA OF THE WISCONSIN BARBERS

by: M. W. Virks - Chief Barber Instructor - Mil. Area Tech College-Barber Section

Statistics have little or no value unless meaningful action is taken to remedy the problems revealed by the studies.

A grant to conduct a survey of Barbering in Wisconsin, was awarded to the writer by the United States Department of Health, Education and Welfare in cooperation with the Wisconsin State Board of Vocational, Technical and Adult Education and the Barber Section of the Wisconsin Department of Health and Social Services.

Valuable information was gained from the study, and serious problems in barbering were confirmed by the barbers who responded to the questionnaires.

Records indicate that more than 1,250 of the Wisconsin Master Barbers (30%) have passed the 60 year age mark. Upon retirement, these barbers will need to be replaced with young men or women who are trained in the new specialized barbering skills. The survey revealed that 48% of the Wisconsin barber shop owners are in favor of employing and training apprentice barbers, while less than half (45.5%) of the owners are opposed to having apprentices in their shops. This information provided by the barbers responding to the survey, conflicts with the fact that only 187 apprentices are employed in 2,047 barber shops in Wisconsin. Only 9.2% of the Wisconsin barber shop owners employ apprentice barbers.

On the basis of the study, only 75% of the Master Barbers are working full-time at the trade, while 12% stated that they were barbering part-time. The balance of those responding to the survey (13%) stated that they maintained their licenses but were not barbering. Nearly one-third (32%) of the Journeyman Barbers responding to the study, stated that they were not barbering at the present time. Does this imply that the barbers are permitting a lower demand for their services and encouraging fewer barbers in the business?

More barbers providing better service to the public may result in better incomes for all. Nearly 4 1/2 million people in Wisconsin are being served by approximately 4,200 barbers. This means that each barber in the state has more than 1,000 people to serve, and about half of them are potential patrons. A barber selling \$50 in service annually to a patron, would need only 200 patrons to provide himself with a \$10,000 annual income. On the basis of this information, one might assume that Wisconsin should possibly have 10,000 barbers instead of 4,200 to serve the 2 million potential patrons living in the state.

The NABS Research Report No. 6A of July 1, 1972 places Wisconsin below the average of other states in comparing the ratio of barbers to population. According to the NABS report, the national average is listed as 713 persons per barber with Alaska having the highest in the nation with 1,087 persons per barber. The report gives Washington, D.C. the lowest rating in the nation with 501 persons per barber, and Wisconsin has a below average rating of 610 persons per barber. The error of the NABS Research Report is confirmed by comparing it with the factual information of the Wisconsin Barber Survey as follows:

	NABS Report	Wis. Survey
Number of barber students enrolled:	87	73
Number of barber shops:	2,020	2,047
Number of Master Barbers:		3,835
Number of Journeyman Barbers:		158
Number of Registered Barbers:	7,056	3,993
Number of Apprentice Barbers:	287	187
Total number of barbers:	7,343	4,180
1970 Population of Wisconsin:	4,417,730	
Estimated 1972 population per NABS	4,476,000	
Ratio of population per barber.	610	1,070

The accuracy of the information above on the Wisconsin Survey is assured, because the data was taken from the records of the Barber Section of the Wisconsin Department of Health and Social Services.

Despite the high ratio of population per barber in Wisconsin, a total of 88% of the barber shop owners participating in the survey are of the opinion that the Wisconsin barber schools are training an adequate number of apprentices. By a similar analysis, only 27% of the Master Barbers responding to the survey believe that more barbers should be trained in Wisconsin. The question may arise "Do the opinions of the barbers agree with statistical facts?"

Are the barbers of Wisconsin adequately meeting all of the grooming needs of the Wisconsin people? A total of 42.1% of the Master Barbers returning questionnaires, stated that the average patron visits the barber shop every four to eight weeks. Shop income may be doubled if the frequency of patron visits is at two to four week intervals. Meaningful action in solving barbers problems may be gained by promoting more frequent visits to your barber shops.

Barbers must help themselves by promoting good grooming and more frequent visits to the barber shop. Make the patrons enjoy your service and realize the bargain that you offer so that they will be anxious to return for more and better service.

Positive action on a cooperative basis must be taken by all barbers and the agencies responsible for regulating and training present and future barbers, in order to boost the public image of barbers and barbering. Let's Act Now!

" WE CAN DO IT BETTER TOGETHER "



## Wisconsin Barbers Face Extinction

By Marvin W. Vircks

Barber Instructor Milwaukee Area Technical College



At the current rate of decline, Wisconsin barbers will be extinct in the year 2062 A.D. Imagine--no barbers in Wisconsin 89 years from now!

### Master Barbers

Records of the past sixteen years indicate that the number of Wisconsin master barbers has been reduced from 4,364 in 1956 to 3,698 in 1972. The 666 fewer barbers represents a 15.3 per cent loss during that time for an average drop of 41.6 barbers per year.

If the number of barbers continues to be reduced at an average rate of 41.6 each year, the 3,698 master barbers registered on July 1, 1972 will reach the point of extinction in the year 2062. This is entirely possible when one considers the fact that the 4,020 Master barbers registered on July 1, 1970 have now been reduced to 3,698 registered on July 1, 1972, for a drop of 322 in two years.

### Barber Shops

Wisconsin has, during this time, also suffered a serious decline in the number of barber shops. The number has been reduced from 2,336 in 1956 to 1,978 shops in

1972. This 358 fewer shops represents a loss of 15.3 per cent of the shops in the state.

The decline of Milwaukee barber shops has been at more than twice the rate of those in the state. In 1956, a total of 477 shops were licensed in Milwaukee. On July 1, 1972, that number was reduced to 323 shops. The Milwaukee drop of 154 shops represents a 32.3 per cent loss in 16 years. Will Milwaukee be without a barber shop 34 years from now?

### Student Barbers

On Page 9 of the book BARBERING IN WISCONSIN 1954, the writer noted that the number of barbers in Wisconsin was at an all-time low (4,307) and as a solution to the problem it was suggested (Page 15) that more than 100 barbers be trained each year who

Continued on page 7...

### Extinction (Continued from page 6)

will stay in the business and thus prevent a further decline in the number of barbers.

Prior to 1965, fewer than 72 students were trained in Wisconsin annually. An increase in the number of barber students was noted in 1965 after the barber training program was established in the Madison Vocational, Technical and Adult School. An all-time high of 100 barber students enrolled in the Wisconsin schools was reached in 1967, but that number has steadily declined to only 56 students registered on July 1, 1972. This represents a 44 per cent drop in enrollment in five years.

### Reversal of Trend is Necessary

It is obvious that the depressing trend must be reversed in order to again restore the popularity of the "good grooming" service of barbers.

Unified and cooperative efforts of the barbers, barber organizations, the Wisconsin Vocational, Technical and Adult Schools, the Department of Industry, Labor and Human Relations, and the Barber Section of the Wisconsin Department of Health and Social Services will hopefully succeed in promoting the "good grooming" service that the Wisconsin public will demand.

Specialized training offered to all practicing barbers by the Wisconsin schools may help to enable the barbers to provide "full service" to the public, and thus create employment opportunities for more barbers.

The Wisconsin Department of Industry, Labor and Human Relations may provide incentives to encourage the employment of more apprentice barbers and thus stimulate more frequent patronage from the young people in the state. Young barbers will attract young patrons.

Shop improvements and modernization is likely to promote more relaxing service and frequent patronage. This may be encouraged by the Barber Section of the Wisconsin Department of Health and Social Services.

Barbers, with the help of organizations and the regulating agencies, can surely succeed in "pulling themselves up by the bootstraps." Hair design, hairstyling and specialized services must be promoted by all barbers. Let's do a better job of selling ourselves, our skills, and our services!



# Wisconsin Barber News

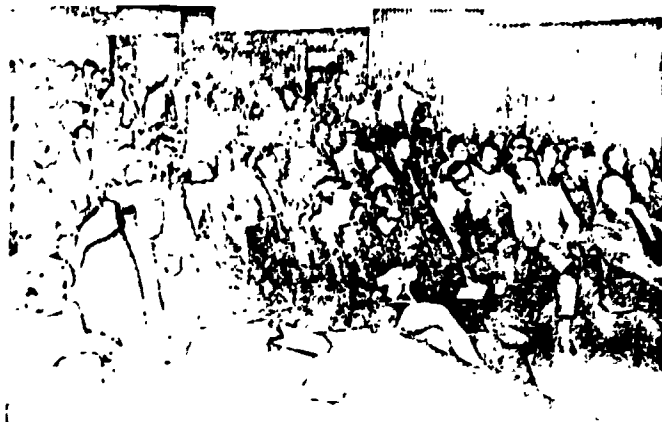
Vol. 1, No. 3

MADISON, WISCONSIN

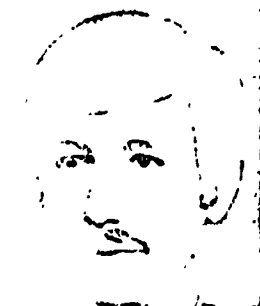
Winter, 1973



## Are You In This Picture?



More than 300 of your brother barbers from all around the state are. These are the barbers that care enough about their business to get out and try to learn more. Do you recognize the picture yet? Of course it's the 1972 Barber Spectacular in Madison. Well, if you missed it here is your chance to make it up. On Sunday, April 8, 1973 at the Holiday Inn Midtown in Milwaukee the International Guest Artist and Men's Hairstylist Assoc. will present the 1973 Educational Spectacular. This will be the first time that a show in Wisconsin will be completely put on by the International Guest Artist Assoc. They will feature a complete program including private classes taught by the featured guest artists, there will be strge demonstrations and a complete line of competitions.



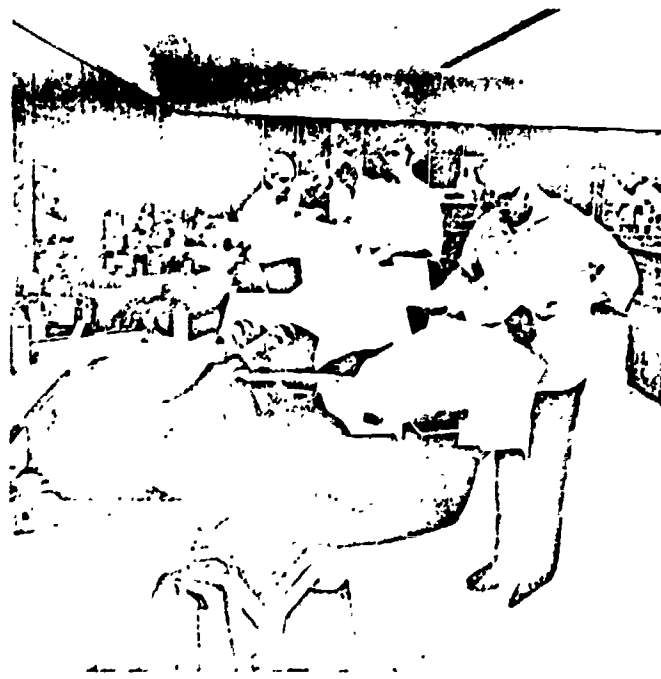
*Bobby Frank*

This year's featured national guest artist will be Bobby Frank from Oklahoma.

Bobby Frank joined the International Guest Artist Men's Hairstylist Association in Miami in 1968. Since then he has been a leading figure in improving all phases of the barbering profession. His hard work and dedication gained him six merit award ribbons at the '71 All-American Spectacular in San Francisco where he did a fantastic job as Contest Chairman. Bobby is active in workshops and seminars and doesn't pass up any opportunity to improve his own skills or to help others learn more. A member of Local 743, Oklahoma City, Bobby was appointed State Show Coordinator for the Oklahoma Pilot Program sponsored by the International, and he is in frequent demand as a judge for hairstyling competitions. Always abreast of current trends in hairstyling, Bobby will demonstrate what's in today's trends and the techniques necessary to style them in his workshop, the Long and the Short of It.

## Our Barber Schools

If our profession is to survive and flourish we must look to the future and the only way to do this is to start in the schools. The Wisconsin Vocational School System sees this problem and have taken steps to avoid them. They have joined the International Unions, Accredited Barber School Program. What this will do is provide special training for all the instructors, on the trends, tools and products that have come into our profession recently. It will also make available to them international guest artist and men's hairstylist to come in and teach special classes and demonstrations for the school. The students will receive the monthly barber magazine put out by the union, they will become student members of the union and as such will be able to attend the meetings and educational seminars and participate in all union functions. This will give them a better insight into the barber field and help them to be better barbers when they leave school. There are many jobs available right now for a young barber who is willing to work, but they



**THIS IS THE NEW SCHOOL IN GREEN BAY**

need better training and it must start in the schools. The schools are updating their facilities and making them more modern so that the student can learn all the different services, so now it is up to us to better ourselves and provide for the future.

**Barber Shop For Sale:** 3 years old — 3 chair, main street, ample parking. Russ Schara — (715) 423-1431, 119 Grand Avenue, Wisconsin Rapids, Wis. 54494. Reasonable and terms.

## APPENDIX V

### THE WISCONSIN BARBER NEWS

Official Publication of  
WISCONSIN STATE ASSOCIATION OF JOURNEYMAN  
BARBERS AND BEAUTICIANS — AFL, CIO, CLC

Editor: Joseph Fedele

William Smith, Madison . . . . . President  
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"Were it not for the Labor Press, the labor movement would not be what it is today and any man who tries to injure a Labor Paper is a traitor to the cause." — Samuel Gompers

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### What is Happening in Kenosha

A few of the old shops are having a face lift. Some shops are starting to do mens hairstyling — even hair coloring and hair pieces. Can this be happening in a town that is mainly neighborhood shops and industrial working men? Well, it is and because of a few barbers that have some insight into our profession and are trying to help, it is getting done more and more all over the state. One such barber is Art Buchanan who is Vice President of the Barber's Local and Chairman of the Educational Committee. Art, along with Gabe Rufflo, who is the Secretary-Treasurer for the local, have been working with the vocational school on a program for advanced barbering and mens hairstyling. They started out last June when most barbers were too busy watching the baseball game on their day off to do anything — a small number of Kenosha, Walworth, and Racine barbers were sitting in a class room listening to James Turner, International Guest Artist from Minneapolis, Minnesota give a lecture on motivation and demonstrate a hairstyle. Later on that month they had Constantino Pagano there to teach them some of the different cuts such as the shag and layer cut. That didn't stop here, in September they had a demonstrator for men's hairpieces come in and give them a class on cutting, styling and servicing of hairpieces. In October they had classes on product knowledge and sales. All in all they have had a pretty busy schedule the last few months. It meant giving up a few beers with the boys, maybe missing a few ball games on TV, but next year when those other few barbers are still watching the games on TV the others will be able to afford to go to the games in person.

## APPENDIX VI

-95-

Questionnaire Return From Wisconsin  
Cities Over 5,000 Population

<u>City</u>	<u>Returns</u>
Baraboo	4
Greendale	4
Menomonie	4
Merrill	4
Monroe	4
Richland Center	4
River Falls	4
Sun Prairie	4
Tomah	4
Jefferson	3
Prairie du Chien	3
Rice Lake	3
Ripon	3
Sparta	3
Superior	3
Ashland	2
De Pere	2
Hartford	2
Hudson	2
Kimberly	2
Marinette	2
Sturgeon Bay	2
Whitewater	2
Mequon	2

WISCONSIN BARBER SURVEY  
June 1972

Questionnaire Return From Wisconsin  
Cities Over 5,000 Population

<u>City</u>	<u>Returns</u>
Milwaukee	250
Madison	56
Kenosha	45
Green Bay	43
Wauwatosa	33
West Allis	32
Sheboygan	29
Beloit	21
Janesville	21
Oshkosh	21
Appleton	19
Wausau	19
La Crosse	18
Eau Claire	17
Fond du Lac	17
Waukesha	17
Wisconsin Rapids	12
Manitowoc	10
Racine	10
West Bend	10
Burlington	9
Chippewa Falls	8
Greenfield (Hales Corners)	8
Rhinelandor	8

Questionnaire Return From Wisconsin  
Cities Over 5,000 Population

<u>City</u>	<u>Returns</u>
Brookfield	7
DeLavan	7
Marshfield	7
New Berlin	7
Shawano	7
Beaver Dam	6
Menomonee Falls	6
Plymouth	6
Portage	6
Stevens Point	6
Stoughton	6
Two Rivers	6
Antigo	5
Cedarburg	5
Cudahy	5
Fort Atkinson	5
Germantown	5
Kaukauna	5
Menasha	5
Middleton	5
Monona	5
New London	5
Oconomowoc	5
South Milwaukee	5
Watertown	5

Questionnaire Return From Wisconsin  
Cities Over 5,000 Population

<u>City</u>	<u>Returns</u>
Berlin	1
Brown Deer	1
Elm Grove	1
Franklin	1
Grafton	1
Little Chute	1
Muskego	1
Neenah	1
Oak Creek	1
Oconto	1
Platteville	1
Port Washington	1
Fox Point	0
Glendale	0
St. Francis	0
Waupun	0

MILWAUKEE JOURNAL

# 972,000 More Wisconsinites Predicted in Next 20 Years

Journal Madison Bureau

Madison, Wis. — Wisconsin's total population will increase by 972,000 people to a total of 5,390,000 in the next 20 years, according to projections by the State Departments of Administration and Health and Social Services.

The projected 10% increase in population is contained in a document released by the Administration Department, as part of a series of statistical analyses of the state. The Bureaus of Planning and Budget and Statistical Services Section of the two departments prepared the report.

The 1970 population is listed at 4,417,730.

## Dependency Rates

The report projects decreases in the 0 to 19 and 40 to 64 age groups, with increases in the 20 to 39 and over 64 groups; population density to rise from 81 people per square mile in 1970 to 99 people per square mile in 1990; a decline in the male population — from 96.3 men per 100 women now to 94.6 men per 100 women in

1990 and an increase in the nonwhite population from 159,000 now to 317,000 people in 1990.

The decreases projected in the age groups mean that the statewide dependency rates in relation to total population will decline from 47% in 1970 to 41% in 1980 and increase to 43% by 1990.

The projected increase in total population, the report said, is close to the numerical increase of 983,360 persons during the last 20 years, but it does not match the percentage increase, which was 29% between 1950 and 1970.

Between 1970 and 1990, it added, the southeastern district (the largest of eight state districts) is expected to grow from 1,755,890 to 2,200,400, an increase of 444,510 people. The district would make up about 40% of the total population. Included are Racine, Kenosha, Walworth, Waukesha, Milwaukee, Washington and Ozaukee Counties.

## Waukesha County Second

The report stated that by 1990 Waukesha County will replace Dane County as the second largest in the state. Waukesha County, it said, should add more than 189,000 people to its present 231,000, a gain of almost 82%.

Despite its expected drop to third place, Dane County still should add another 120,000 persons during the next 20 years, the second highest numerical increase expected by county, while Washington County is projected to have the largest percentage increase, around 78.4%.

The report projects big numerical gains in Brown County and percentage gains in Ozaukee County.

Between now and 1985, according to the report, Milwaukee, Racine and Waukesha Counties in that order will have the largest number of inhabitants per square land mile. Between 1985 and 1990, it added, Racine and Waukesha

Counties probably will trade places.

The second largest district in the state, the southern district, is expected to add another 212,530 persons, and have about 18% of the state's population in the next two decades. It consists of 11 counties: Rock, Green, Lafayette, Grant, Iowa, Dane, Jefferson, Dodge, Columbia, Sauk and Richland.

According to projections, the age group from 20 to 39 is expected to increase from its present 24.2% of the total population to 30.7% in 1990. The under 20 group will decrease from 39.6% of the population to 35.5% and the group between 40 and 64 is expected to decline from 25.4% to 23%.